AMHERST COLLEGE

2005-06 CATALOG

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Amherst College

2005-06 Catalog

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The post office address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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College Calendar

2005

August 28, Sunday. New student orientation begins; first-year residences open.

September 1, Thursday. Residences open for upperclass students at 9 a.m.

September 6, Tuesday. First semester classes begin.

September 7, Wednesday. Monday classes will be held.

September 16, Friday. Last day for first semester course changes.

October 8-11, Saturday-Tuesday. Midsemester break.

October 21-23, Friday-Sunday. Homecoming Weekend.

November 1, Tuesday. Deadline for students to submit spring 2006 voluntary withdrawal requests, readmission applications, and off-campus housing applications.

November 4-6, Friday-Sunday. Family Weekend.

November 10-16, Thursday-Wednesday. Preregistration for second semester.

November 19-27, Saturday-Sunday. Thanksgiving vacation.

December 1, Thursday. Deadline for students to request housing extensions after December 23.

December 14, Wednesday. Last day of first semester classes.

December 18-22, Sunday-Thursday. First semester examination period.

December 23, Friday. Residences (except Moore Dormitory) close at 5 p.m.; deadline for '06Es to vacate rooms.

2006

January 3, Tuesday. First semester grades due.

January 6, Friday. Students leaving campus for second semester must vacate residences by 5 p.m.

January 8, Sunday. Residences reopen at 9 a.m.

January 9, Monday. Dining Services resume with breakfast.

January 9-27, Monday-Friday. Interterm.

January 13, Friday. Students returning to campus after being away first semester may access housing at 9 a.m.

January 30, Monday. Second semester classes begin.

February 10, Friday. Last day for second semester course changes.

March 15, Wednesday. Deadline for students to submit fall 2006 special program proposals, readmission applications, room draw applications, off-campus housing applications, and fall- and full-year study abroad and other leave requests.

March 18-26, Saturday-Sunday. Spring recess.

April 10-14, Monday-Friday. Preregistration for fall semester 2006.

April 15, Saturday. Deadline for spring '07 students to submit study abroad and other leave requests.

May 1, Monday. Deadline for students to request housing extensions after May 15.

May 12, Friday. Last day of second semester classes.

May 15-19, Monday-Friday. Second semester examination period.

May 20, Saturday. Residences close for non-graduating students at 5 p.m.

May 22, Monday. Senior grades due.

May 24, Wednesday. Underclass grades due.

May 28, Sunday. Commencement.

This calendar is available online at www.amherst.edu/~pubaff/calendar.html

I

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ADMINISTRATIVE AND PROFESSIONAL OFFICERS

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Adjudication. Professors Armacost, Ciepiela, Czap, Guttmann, Ratner, Sarat, R. Sinos, and Sofield.

Admission and Financial Aid. Professors Chickering, Courtright, David Hall (Chair), and Lembo; Deans Call (*ex officio*), Case (*ex officio*), Fretwell (*ex officio*), Lieber (*ex officio*), and Parker (Secretary, *ex officio*); two students to be elected, two students to be appointed by the Dean of Admission.

Affirmative Action, Advisory. To be announced.

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Discipline. Professors Epstein, A. George, Rogowski, and Turgeon; Dean Lieber (Chair, *ex officio*); four students to be elected.

Doshisha. Professors C. Dole, Morse, and Reck (Chair).

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Faculty Computer. Professors Alpanda, Miller, and Rager; Mr. Schilling.

Faculty Lecture. Professors Bumiller, Greenstein (Chair, spring semester), O'Connell, and Vogel (Chair, fall semester).

First-Year Seminars. Professors Barbezat, O'Hara, and Saxton (Chair).

Health and Safety. Professors Schulkind, Tiersky, and Upton; Dean Lieber (Chair); Mses. Bearce and Bryne; Dr. Morgan; Messrs. Brassord, Carter, R. Hebert, and Hixon; two students to be elected.

Health Professions. Professors Bishop, Clotfelter, S. George (Chair), and Loinaz; Dean Bassett (*ex officio*).

Honorary Degrees. Professors Hansen and Raskin; four students to be elected; Senior Class President *(ex officio).*

Library. Professors Brandes, Goutte, and Sandweiss; Ms. Harrington (*ex officio*); two students to be elected.

Orientation. Professors Sánchez-Eppler and Shah; Deans Boykin-East, Hart (Chair), and Moss; Ms. McGoldrick; three students to be appointed.

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Barbara Trippel Simmons, *Processing Archivist, Library.* B.A. (1976) Colby College; A.M.L.S. (1979) University of Michigan.

Elizabeth Cannon Smith, *Alumni Secretary and Executive Director of Alumni and Parent Programs.* A.B. (1984) Amherst College.

Susan R. Snively, *Associate Dean of Students and Director of the Writing Center.* A.B. (1967) Smith College; M.A. (1968), Ph.D. (1976) Boston University.

Margaret A. Stancer, *Director of Desktop Computing Services.* B.A. (1970) University of California at Riverside.

Paul Statt, *Director of Media Relations.* A.B. (1978) Amherst College.

Charles G. Thompson, *Director of Dining Services.* A.O.S. (1977) Culinary Institute of America.

Ruth B. Thornton, *Ombudsperson.* B.A. (1996) University of Massachusetts at Amherst.

Janet S. Tobin, *Assistant Dean of the Faculty.* B.A. (1982) Bates College; M.A. (1990) University of Massachusetts at Amherst.

Paul M. Trumble, *Head of Serials, Library.* B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

Frances E. Tuleja, *Associate Dean of Students.* B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania.

William McC. Vickery, *Assistant Treasurer for Business Administration/Coordinator of Special Projects, Office of Alumni and Parent Programs.* A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

Jennifer J. Voter, *Associate Director of Alumni and Parent Programs.* A.B. (2001) Smith College.

Jane H. Wald, *Associate Director of the Emily Dickinson Museum.* A.B. (1980) Bryn Mawr College; M.A. (1987) Princeton University.

P. Louise Westhoff, *Associate Registrar.*

Scott H. Willson, *Senior Major Gifts Officer.* B.S. (1959), M.Ed. (1984) Springfield College.

Gail Hilson Woldu, *American Council on Education Fellow.* B.A. (1976) Goucher College; M.A. (1979) M. Phil. (1980), Ph.D. (1983) Yale University.

Stanley M. Zieja, *Head Athletic Trainer.* B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

Cate Granger Zolkos, *Associate Dean of Admission.* B.A. (1983) Middlebury College.

RELIGIOUS ADVISORS

The Rev. Dr. Paul Sorrentino, D.Min.
Coordinator of Religious Life and Christian Fellowship Advisor.
The Rev. Dr. Leon T. Burrows, D.Min.
Protestant Religious Advisor and Advisor to the H.T. Gardner Bi-Semester Worship Series.
The Rev. George L. Cadigan, A.B.
Minister at the College, Emeritus.
Elizabeth E. Carr, Ph.D.
Catholic Religious Advisor.
The Rev. Dr. Deene D. Clark, D.Min.
Protestant Religious Advisor, Emeritus.
The Rev. Dr. Thomas Edward Fisher, D.Min.
Presbyterian Adjunct Advisor.
Hermenia T. Gardner, M.S.
Bi-Semester Christian Worship Advisor, Emerita.
Mark Hart, Ph.D.
Buddhist Adjunct Advisor.
Rabbi Yechiael Lander, M.A.
Jewish Religious Advisor, Emeritus.

Fr. Sean P. McDonagh, S.T.L.
Roman Catholic Adjunct Advisor.
Matthew Raptis, M.A.
Korean Koinonia Church Advisor.
Shamshad Sheikh, M.B.A.
Muslim Religious Advisor.
Rabbi Bruce Bromberg Seltzer, M.A.
Jewish Religious Advisor.
The Rev. Clyde Talley, M.S.
Adjunct Advisor and Pastor to the Goodwin Memorial AME Zion Church.

GRADUATE FELLOWS

Rachel Cardona, A.B., *Alumni Fellow, President's Office.*
Rachel Dunham, A.B., *Associate in Music.*
Devindra A. Hardawar, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*
Kathryn E. Honderd, A.B., *Edward Hitchcock Fellow in Physical Education.*
Robert Lane, A.B., *Associate in Music.*
Samuel A. Masinter, A.B., *Assistant to the Director of Public Affairs on the Ives Washburn Grant.*
Julian Michael, A.B., *Mayo-Smith Admission Fellow.*
Katherine Mooney, A.B., *Writing Fellow.*
John Quigley, A.B., *Eugene S. Wilson Admission Fellow.*
Darren A. Reaume, A.B., *Senior Admission Fellow/Coordinator of Admission Outreach.*
Barbara C. Sieck, A.B., *Alumni Fellow.*

FIVE COLLEGES INCORPORATED

Lorna M. Peterson, Ph.D., *Executive Director.*
Carol A. Angus, M.A.T., *Director, Information and Publications.*
Donna Baron, M.S., *Director, Information Technology.*
Renee Fall, M.T.S., *Director, Program Planning and Development.*
Cynthia Goheen, Ph.D., *Coordinator, Five College Academic Career Network.*
Marie Hess, M.S., *Treasurer/Business Manager.*
Nathan A. Therien, Ph.D., *Director, Academic Programs.*
Sue Thrasher, Ed.D., *Coordinator, Five College Partnership Program.*

II

AMHERST COLLEGE

Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,650 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduating class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 165 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of more than 100 students; about 80 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: libraries with about 1,000,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theaters, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music center and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, media center, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

Amherst College is pleased to provide the following information regarding our institution's graduation rates in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation status of students who enrolled during the 1997-98 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 1998, 440 first-time, full-time, degree-seeking undergraduate students entered Amherst College. As of August 31, 2004, 96% of those students had graduated from our institution.

Questions related to this report should be directed to: Gerald M. Mager, Registrar, Amherst College, Box 5000, Amherst, MA 01002-5000.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 64 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is available online to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review,* a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 332-340.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 56.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Associate Dean of Students Frances Tuleja.

The Williams College—Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and 15 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary society.

The program carries credit equivalent to a full academic year's course work. About 50 students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Samuel C. Morse or Wako Tawa or the Study Abroad Advisor.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen University. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Professor Hideo Higuchi is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by 15 American liberal arts colleges, has hosted more than 1,000 American undergraduates for a year of study in Kyoto and has awarded more than 40 fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeariana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, musical instruments, musical scores, and artifacts from the Renaissance and theater history.

Located one block from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble facade is an Elizabethan interior with vaulted ornamental plaster ceilings, richly paneled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banquet hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor-style gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of a rich and varied season of public and educational programs.

In keeping with the Folgers' intentions, the Library continues to be an active education center, with a mission "to advance understanding and appreciation of Shakespeare's writing and of the culture of early modern Europe through programs designed for students and the general public." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting a full calendar of theatrical productions, literary readings, family programs, and early music concerts performed by the Folger Consort; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare. The Library publishes the Folger Library Shakespeare editions, which currently outsell all other single editions of the plays, and, in cooperation with The George Washington University, produces its own scholarly journal, *Shakespeare Quarterly*. Over 200,000 visitors attend exhibitions and events at the Folger each year, and millions more visit its informative website at www.folger.edu, which includes virtual exhibitions, teaching plans for educators, event listings, and access to an on-line catalog of the collection.

FOLGER LIBRARY OFFICERS

Gail Kern Paster, Ph.D., *Director*
Richard J. Kuhta, M.A., M.L.S., *Eric Weinmann Librarian*
Barbara A. Mowat, Ph.D., *Director of Academic Programs*
Janet Alexander Griffin, M.A., *Director of Education and Public Programs*
Melody P. Fetske, C.P.A., *Director of Administrative Services/Controller*
Beverly C. With, *Director of Development*

III

ADMISSION
TUITION AND FEES
FINANCIAL AID

Admission

Amherst College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of our curriculum. We seek qualified applicants from different races, classes and ethnic groups—students whose several perspectives might contribute significantly to a process of mutual education within and beyond the curriculum.

We aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline and imagination that will allow them most fully to benefit from the curriculum and contribute to the life of the college and society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

THE ADMISSION PROCESS

We take great care to give every application a thorough review. Each application is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to a student's:

- secondary school (or college) transcript;
- standardized tests: the SAT I and two SAT II exams or simply the ACT;
- teacher and counselor recommendations;
- quality of writing as demonstrated in essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to the academic transcript. The rigor of the courses taken, the quality of grades and the consistency with which a student has worked over four years give us the clearest indication of how well a student will do at Amherst. Standardized tests also play an important role in helping us evaluate a student in comparison to students taught in very different secondary schools. Recommendations, the quality of a student's writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

While no precise list of secondary school courses is required for entrance, we strongly recommend the following as minimal preparation for a liberal arts education at Amherst, with the understanding that content and availability will vary from school to school and that most successful applicants will have taken a course of study well beyond this minimum: English—four years; Mathematics—through pre-calculus; three or four years of one Foreign Language; two years of History and Social Science; at least three years of Natural Science, including one year of Laboratory Science.

FIRST-YEAR APPLICANTS

Applying. We require first-year applicants to submit the Common Application and the Amherst College Common Application Supplement by the appropriate application deadline. Applicants may mail in their applications or submit their applications electronically. If an applicant chooses to mail in an application, we ask that the applicant submit our Pre-Application with a $55 processing fee or fee-waiver request at least two weeks prior to the chosen application deadline. Sometime after that, but before the appropriate deadline, applicants should submit the Common Application, the Amherst Common Application Supplement, and all supporting materials. We will mail these forms upon request, or they may by downloaded from the Office of Admission website. Students may access an online version of Amherst's application from our website (www.amherst.edu/admission) as well. We automatically mail applications to all seniors on our mailing list.

Regular Decision. More than 90 percent of our applicants choose the Regular Decision option. A student must submit the application by January 1 and will receive our application decision by early April. If admitted, a student will need to reply to our offer by May 1.

Early Decision. About 10 percent of Amherst applicants choose our binding Early Decision (ED) program. This is a good option only for those who have decided early in the college search process that Amherst is their clear first choice. As an Early Decision applicant, a student agrees not to be an ED candidate at any other college. The student also agrees, if admitted, to withdraw Regular Decision applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications are due at the Admission Office by November 15, and we mail our application decisions by December 15. Most ED applicants are either admitted or deferred for reconsideration with the regular decision pool.

IB, AP and College Courses. If a student has taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of academic accomplishment and preparation. In addition, some Amherst departments will allow a student to forego introductory-level courses in areas in which rigorous work has already been done. However, we do not accept such courses for credit or advanced standing.

Deferred Admission. An admitted first-year student may, with the permission of the Director of Admission, defer matriculation for a year without reapplying. The student should confirm his or her intent to enroll at Amherst by submitting the matriculation form and required deposit along with a written request for the deferral by May 1. Deferred students wishing to receive credit for academic work completed during the year between high school and their enrollment at Amherst will need to reapply for entrance to the College as transfers.

TRANSFER APPLICANTS

A student is eligible for transfer admission to Amherst if a minimum of 30 semester hours of credit transferable to Amherst College have been completed as a full-time student at a college or university. We do not accept applications from individuals who have already earned an undergraduate degree. Five College students are not encouraged to transfer to Amherst.

We ask transfer students to submit the Amherst College Transfer Application (the Common Application is not accepted for this purpose) with a $55 application processing fee. We will mail our application upon request. Students may access an online version of our transfer application from the Office of Admission website. Fall transfer applicants must mail the application by February 1 and will receive our response late in May. If admitted, fall transfer students must reply to our offer in early June. Spring transfer applicants must ensure that the application arrives at the Admission Office no later than November 1. An application decision will be mailed in late December. If admitted, spring transfer students must respond to our offer promptly.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, some 10 percent of our students are international—one half of them non-U.S. citizens and the other half a combination of U.S. dual citizens, U.S. permanent residents, and U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world.

Regardless of citizenship or geographic location, international students should follow the same first-year or transfer application process required of any other student. Please note that Amherst College is "need-blind" only for U.S. and Canadian citizens as well as permanent residents of the U.S. requesting financial aid.

Amherst requires any applicant whose first language is not English, and who has not been taught primarily in English for the past four years, to take the Test of English as a Foreign Language (TOEFL) or similar English-proficiency test (APIEL, MELAB). This requirement may be waived for students who score above 700 on both the verbal sections of the SAT I. Please note that a minimum score of 600 is required on the paper-based TOEFL; a minimum score of 250 is required on the computer-based TOEFL.

VISITING STUDENTS

A limited number of places are available in the spring semester for full-time visiting students. A student is eligible for visitor status if the student is currently enrolled in college and has completed at least one year of full-time college work. Individuals enrolled as Visiting Students at Amherst as well as Twelve College Exchange Students at Amherst are not eligible for transfer to the college. The Amherst College Visiting Student Application should be submitted with a $55 processing fee. Applications are mailed upon request. It must arrive at the Admission Office no later than December 1, and an application decision will then be mailed in late December. If admitted, visiting students must respond to our offer promptly.

For further information please contact:
Office of Admission
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000
413-542-2328
413-542-2040 (fax)
admission@amherst.edu
www.amherst.edu/admission

For sending express mail requiring a street address:
Office of Admission
Amherst College
220 South Pleasant Street
Amherst, MA 01002-5000

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $55 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $400, which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$40,980
Student Activities Fee	420
Residential Life Fee (not required of off-campus residents)	114
Campus Center Program Fee	80
Student Health Insurance (optional)	778
	$42,372

The first semester bill in the amount of $21,575 is mailed to all parents in July and is due and payable on or before August 12, 2005. The second semester bill totaling $20,797 is mailed in December and is due and payable on or before January 6, 2006. All College scholarships, Key Education Resources Payment Plan, and any other cash payments received prior to mailing will appear as credits on the bill.

The fee for the support of various activities of the student body for 2005-06 is determined by the Student Allocations Committee. The $420 fee is turned over to the Student Allocations Committee for disbursement to more than 40 student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $114 Residential Life Fee and a $80 Campus Center Program Fee which are used to promote all campus programs.

The charge of $778 appears on the comprehensive bill for 12 months of Accident and Sickness Insurance for the period August 15, 2005, through August 15, 2006. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Guarantee Deposit

Each new student, or former student reentering, is charged a $175 fee unless this deposit has previously been paid. Included in the $175 guarantee deposit is a $25 transcript fee, which provides all students the opportunity to receive transcripts upon request with no additional charge. This part of the fee is a non-refundable charge. The $150 balance of this deposit is refundable after a student graduates or otherwise leaves the college, less any unpaid charges on his/her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past 24 years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 51.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Fall semester		
Prior to September 5		$16,197.50
September 6-16	90%	14,578.00
September 17-October 2	50%	8,099.00
October 3-29	25%	4,049.00
October 30 or later		no refund
Spring semester		
Prior to January 29		$16,197.50
January 30-February 10	90%	14,578.00
February 11-19	50%	8,099.00
February 20-March 18	25%	4,049.00
March 19 or later		no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 2005, the comprehensive charge for tuition, room and board will be $40,980, and yet the education of each student costs the College more than $70,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Supplemental Educational Opportunity Grant, Direct Stafford/Ford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Almost one-half of the students receive scholarship grants; more than one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of the College Scholarship Service and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), as much as $5,200 of an applicant's demonstrated need will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the College, a student may expect to receive scholarship and grant aid to cover remaining financial need. Student loans require no payment of principal before graduation from Amherst. The loans are typically repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans. Students from low-income backgrounds have no student loan included in their financial aid awards; students from modest-income backgrounds have a reduced loan included in their financial aid awards.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that not so large a loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Outside scholarship awards will be used first to reduce the expected loan and employment parts of a financial aid award. Any excess outside aid may reduce the Amherst scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

To apply for financial aid from Amherst, a candidate should submit the following items by the dates indicated:

- *CSS/Financial Aid* PROFILE. A student from the United States or Canada should complete this form with the College Board online at profileonline.collegeboard.com. The Amherst College code for the PROFILE is 3003.

  Early Decision: November 1
  Regular Decision: February 15
  Fall Transfer: February 15
  Spring Transfer: November 1

- If the student's parents are separated or divorced, the noncustodial parent should file the College Board's *Noncustodial* PROFILE (NCP) after student and the custodial parent have filed the CSS/Financial Aid PROFILE. Information about the NCP will be sent to the student by the College Board soon after the PROFILE is filed.

- *Parents' and student's federal income tax returns and wage statements.* Signed copies of these documents should be submitted through the College Board's Institutional Documentation Service (IDOC). Students who file a CSS/Financial Aid PROFILE will receive information about submitting documents in early February. Students who apply for Early Decision admission or whose family's income tax forms are not available by March 10, should submit copies of the prior year's tax returns and income documentation directly to the Office of Financial Aid. When the current documents are available, they should be submitted though the IDOC service.

  Early Decision: November 15
  Regular Decision: March 10
  Fall Transfer: March 10
  Spring Transfer: November 1

- *Free Application for Federal Student Aid, or FAFSA* (for U.S. citizens and permanent residents only). The FAFSA may be completed online at www.fafsa.ed.gov. Paper version of the FAFSA form may also be available from secondary school counselors. The Amherst College code for the FAFSA is 002115. The FAFSA should not be submitted before January 1.

Transfer Applicants. Transfer applicants from the United States and Canada are treated identically to first-year applicants, with admission decisions made on a need-blind basis and financial aid met in full.

International Applicants. Amherst College offers a limited amount of financial aid to international students based on financial need. Admission of international students may take into consideration a candidate's need for financial aid. Applicants must submit the College Board's International Student Financial Aid Application. More information is available at www.amherst.edu/~finaid under the heading, "International Students."

Early Decision. Early Decision applicants who submit their financial aid application materials on time will receive a preliminary financial aid award soon after getting a letter of admission. This award will be confirmed later, after the cost of attendance for the coming year has been set and after income is confirmed on the basis of the student's and student's parents' income tax returns. A student who wants to compare financial aid packages from several colleges should apply as a Regular Decision applicant.

Renewal of Financial Aid. Students in the upper classes who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 25. Renewal forms may be obtained in the Office of Financial Aid and should be returned directly there. Students will receive notification of their financial aid awards in June.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> ... until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, "Financing Amherst," is available upon request from the Admission Office. Additional information is also available from the College's website at www.amherst.edu/~finaid. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000 or finaid@amherst.edu.

IV

GENERAL REGULATIONS

DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

THE COLLEGE year 2005-06 includes two regular semesters, the first with 13 weeks and the second with 14 weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the winter recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements, which together comprise the Amherst College Honor Code. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person that do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

> Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook*. The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook*.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Passing Grades = A+, A, A–, B+, B, B–, C+, C, C–, D, Pass
Failing Grade = F

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A– = 12; B+ = 11, B = 10, B– = 9; C+ = 8, C = 7, C– = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the 32 courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within 14 days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. First-year students, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Career Center and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the junior year, although sophomore year educational leaves are permitted.

It is expected that students will spend their senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See Transfer Policy statement.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 15. Students who may be away from campus for the spring term should notify their dean and advisor before April 15 of the previous year. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 45 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans as early as possible, but before March 15. For students planning to return for the spring semester, the letters should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 65 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 60.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

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*See Degree Requirements.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First-year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete 32 full semester courses *and* four years (eight semesters) of residence,* except that a student who has dropped a course without penalty during the first year, or who has failed a course during the first or second year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed 31 full courses.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least 24 courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal 32-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

Transfer students must complete 32 full semester courses or their equivalent, at least 16 of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the 32-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. Fifth courses cannot be used to accelerate graduation. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than 31 courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 58.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

First-year students who experience severe academic difficulty may petition the Dean of New Students for permission to drop one course without penalty during their first year. The Dean of New Students, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of New Students.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1976, first-year students are required to take a First-Year Seminar. Each First-Year Seminar is planned and taught by one or more members of the Faculty, who develop innovative and often interdisciplinary approaches to a range of special topics. The subject matter of the courses varies, reflecting the concerns of the Faculty members who devise them. The courses offered for 2005-06 are described on pages 69-74.

Through these courses, first-year students are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the first or second year and must be declared by the end of the second year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Academic Standing and Special Majors. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Academic Standing and Special Majors, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

DEGREE WITH HONORS

The requirements for graduation with a degree with honors are as follows:

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Latin Honors are awarded to students completing a thesis within their major department or program. English honors are awarded to students solely on the basis of performance in course work. The awarding of both Latin and English honors will be made by the Faculty of the College, and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

Latin Honors

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *summa* based on a thesis or comparable work from a department or program in which they have majored. In addition, the theses of candidates for the degree *summa cum laude* will be reviewed by the Committee of Six, who will transmit its recommendation to the Faculty. Candidates will also have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *magna* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *magna* quality.

3. Candidates eligible for the degree *cum laude* must have received a recommendation of *cum* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *cum* quality.

English Honors

Candidates eligible for English Honors—a degree with Distinction—must have an overall grade point average in the top 25% of their class.

INDEPENDENT SCHOLAR PROGRAM

A limited number of students who elect to do so may participate in an Independent Scholar Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Academic Standing and Special Majors, which includes the Dean of Students, after nomination for the program by a member of the Faculty.

Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Academic Standing and Special Majors after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

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COURSES OF INSTRUCTION

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Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are followed by D or H.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Student's Class Dean.

FIRST-YEAR SEMINARS: THE LIBERAL STUDIES CURRICULUM

During 2005-06, Faculty members in groups of one or more will teach 20 First-Year Seminars. Every first-year student must take one of these courses during the first semester. They are open only to Amherst College first-year students.

01. The Value of Nature. Our impact on the environment has been large and in recent decades the pace of change has clearly accelerated. Many species face extinction, forests are disappearing, and toxic wastes accumulate. The prospect of a general environmental calamity seems all too real.

This sense of crisis has spurred intense and wide-ranging debate over what our proper relationship to nature should be. This debate and the analysis of the conflicting views that fuel this debate will be the focus of this seminar. Among the questions we shall explore will be: What obligations do we have to non-human animals, to living organisms like trees, to ecosystems as a whole, and to future generations of humans? Do animals have rights we ought to respect? Is nature intrinsically valuable or merely a bundle of utilities? We will investigate these and related questions with readings drawn from literature, philosophy, the social sciences and ecology.

First semester. Professor Dizard.

02. Conflict and Cohesion. This course is designed to provide a theoretical and historical foundation for understanding the escalating threat of global conflict, along with the fitful attempts to achieve global cohesion. In Western and non-Western texts ranging from Plato, Confucius, the Bible, and the Qur'an, to the work of contemporary scholars and writers, we shall survey how social groups attain solidarity and how that solidarity may be rooted in exclusion, antagonism and prejudice. The scale of social organization has generally expanded since antiquity, and this course will follow that trajectory. We shall begin with the origins of the state, observing how differences of blood, language, gender and faith served to set insiders apart from outsiders. We then shift to the emergence of nationalism and of collective identities and interests. Finally, we shall examine the nation-state in the era of globalism, in particular cultural clashes and human rights.

First semester. Professors Basu, Griffiths, and Marx.

03. Evolution and Intellectual Revolution. Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis and its influence. In so doing, we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution as it was conducted in Darwin's time and as it persists to the present day.

First semester. Professors Martini, Servos, and Williamson.

04. Renaissance Marvels: The Folger First-Year Seminar. The goal of this seminar is to study original, primary materials in early modern literature and art in depth. By encountering treasures of the European Renaissance—including books and maps, paintings and drawings, letters and poems—in Amherst's collections, at the Metropolitan Museum in New York, and above all at the Folger Shakespeare Library in Washington, D.C., students will explore ways of looking at, understanding, and writing about these evocative rare materials in their historical and cultural context. Our focus will shift from collective social and religious ideals represented by devotional painting at the dawn of the Italian Renaissance, to the origins of the notion of creative, individual artistic expression in sixteenth-century Italian art, to the exploration of the self in English manuscript and print culture, to the effusive scientific exploration of the cosmos characteristic of late sixteenth-century Europe, and finally to the political and geographical expansionism of Elizabethan England. The seminar will also visit the National Gallery in Washington, and there or in New York we plan to attend a performance of a Shakespeare play. Our question throughout will be: How can the study of art and artifacts of the past help us understand their age and our own?

The seminar will meet in New York on October 15 and at the Folger Library on November 18-19. Attendance is required. Transportation and accommodations will be provided.

First semester. Professors Bosman and Courtright.

05. Coming of Age. How does one write about coming of age? In this course we will read historical works, non-fictional and fictional testimonies, and autobiographies of Americans growing up from the nineteenth century until the present. Works by Tobias Wolff, James Carroll, Mary McCarthy and Lorene Cary will help us understand how one writes about one's childhood, and will be used as a springboard to discuss issues of race, gender and sexuality. Theories that psychologists have used to understand development, particularly the tumultuous periods, will be brought to the analyses of these literary and historical works. Students will have several writing assignments including an assignment to write some of their own autobiography.

First semester. Professor Raskin and Dean Snively.

06. Drugs in History, Society and Culture. This course examines the changing ways that human beings have used psychoactive drugs and societies have controlled that use. After examining drug use in broad historical and cross-cultural perspectives and studying the physiological and psychological effects of different drugs, we look at the various ways in which contemporary societies both encourage and seek to control drug use. Among the issues we address are the drug war, the disease model of drug addiction, the proliferation of prescription drugs, the images of drug use in popular culture, and America's complicated history of alcohol control. Above all, we examine the contradictions of a society that energetically both promotes and represses drug use.

First semester. Professors Couvares and Himmelstein.

07. Telling Lives. Can the story of a single human life offer a useful way of understanding the American past? How does a writer construct such a story? To what extent can a reader trust it as a kind of historical document? Through the study of a broad array of biographies we'll ask how writers know what they know. We'll also consider historical fiction and memoirs, to raise questions about the differences between history, memory and works of the imagination. In addition, we'll look at painted and photographic portraits to consider non-literary ways of depicting a life. This class will make extensive use of the college library and museum, and all students will get to try their hand at using public documents and historical records to construct the story of an unsung figure from the American past. Among the writers we'll read are Simon Schama, Wallace Stegner and Maxine Hong Kingston.

First semester. Professor Sandweiss.

08. Thinking About Music. Music from Bach to the Beatles, from ancient Chinese traditions to the latest rock and hip-hop, from Beethoven to Britney—though for most of us primarily an aesthetic experience—also can be approached in a variety of ways: structural, conceptual, historical, biographical, sociological, anthropological, or psychological, to name only a few. Applying thought from a variety of literary sources to music from around the world, contemporary and ancient, classical and pop, folk and tribal, we shall circle around the idea of music and its placement on the tree of human culture. How does Chuck Berry reflect the "invasion" of African-American rhythm and blues into white America in 1950s rock'n'roll? Is the Don Giovanni of Mozart's opera really merely a mundane sexual predator? What do a Grateful Dead concert, a Roman Catholic Mass, and Tibetan Buddhism have in common? Is Madonna as seen in her videos a paradigm of feminism? Why did the audience riot at the first ballet performance of Stravinsky's *The Rite of Spring*? Can political folk music actually change the world? Why were groups such as the Sex Pistols in Great Britain and the Dixie Chicks in the United States seen as subversive? These and other questions shall provide us with topics for discussion and writing, and hopefully lead us to some startling insights and interesting conclusions.

First semester. Professor Reck.

09. National Identity. This course explores the many meanings of national identity for individuals and for collectivities. Among the questions we will ask are: What are the roots of ethnic solidarity? How have national states been created as both cultural and political communities? How has the concept of national citizenship been variously defined? How have sovereign states responded to ethnonational diversity within their borders? These questions and others will be addressed comparatively. To this end, we will focus on a comparison of French, German and American concepts of citizenship; an examination of tensions between state and nation in other areas of the world and a consideration of the issues of race, ethnicity and immigration in the United States.

First semester. Professors Czap and Levin.

10. Strange Russian Writers. We will read tales of rebels, deviants, dissidents, loners and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Tolstoy, Leskov, Platonov, Sinyavsky, Tolstaya, Gogol and Dostoevsky. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention. Frequent writing assignments, both interpretive and creative.

First semester. Professor Ciepiela.

11. Decisions and Uncertainty. This course will explore the processes individuals and institutions use to make decisions. Particular emphasis will be given to the role that uncertainty plays in these decisions. The mathematics of probability provides a framework that allows us to understand better the nature of uncertainty. We shall observe how we use probability implicitly and explicitly in our everyday lives. Through case studies of political, economic and social issues in such areas as law, medicine and regulation, the usefulness of probability in making decisions will be demonstrated. The course explores, through common sense approaches, how probability helps us understand today's complex and uncertain world.

First semester. Professor Westhoff.

12. Chaos and Fractals. Over the past two decades, the threads of nonlinear dynamics and its progeny, chaos and fractals, have spread across the scientific disciplines like a spider's intricate web, with ties to the social sciences, art, music and literary criticism. In this course we will learn about the science of nonlinear dynamics, chaos, and fractals in order to explore many issues: revolutions in science, free will and determinism, fractals in nature and in art and music, and the applications of these ideas in science and many other fields. There will be frequent short writing assignments and an individual project at the end of the semester. No science or mathematics prerequisites, other than a natural curioisty about the world around us, are required.

First semester. Professor Hilborn.

13. Eros and Insight. What would it be like to experience yourself, those around you, and the world through deliberate and disciplined contemplation?

This seminar will define and then explore contemplative knowing as attentiveness, openness and the act of sustaining contradiction. By this means we will seek common ground between the seemingly opposed realities of art and science, *erôs* and insight. We will conclude by re-imagining together Plato's famous *Symposium* on the question of love.

First semester. Professors Upton and Zajonc.

14. The Unseen Universe. In recent years astronomers have come to realize that the view of the universe that we get through telescopes is not telling the whole story. Rather, in addition to all the astronomical objects that we can observe, the universe contains an enormous number of unseen things: objects which we have never directly detected and, in some cases, which we never will. Some of these objects are black holes, some are planets orbiting nearby stars, and the nature of the rest—the mysterious "dark matter"—is entirely unknown.

In this course, working with real and simulated data, students will retrace the path whereby we have come to this remarkable conclusion. Much of the course takes an inquiry-based approach to learning, in which students forge their own understanding through seminar discussions and their own efforts. This is a first course in Astronomy; and while much of the work will involve computers, no previous programming experience is required.

First semester. Professor Greenstein.

15. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to the controversy about former President Clinton's "lying" in the Monica Lewinsky case, from the use of secrecy in today's war against terrorism to the endless spinning of political campaigns, from President John Kennedy's behavior during the Cuban missile crisis to cover-ups concerning pedophile priests in the Catholic church, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of political systems than in others? As we explore those questions we will discuss the place of candor and openness in politics and social life; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in the domains of national security and law enforcement. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example *Mr. Smith Goes to Washington, Primary Colors, Schindler's List* and *The Insider.*

First semester. Professor Sarat.

16. Performance. This class combines the actual seeing of performances with the study of the styles and approaches commonly used. An important element of this course is a series of field trips taken outside of class to performances in New York City and various parts of New England. Through viewing dance, theater, and performance art, students will be introduced to the wide variety and rich tradition of modern performance, a tradition that stretches back one hundred years and which continues to grow and change today. Some of these styles of performance may be familiar, associated with more "traditional" theater and dance, while many may not. Some of these approaches emphasize form and the interrogation of ideas, while others focus more on personal expression and/or social activism. The major goals of this class are to help students learn to observe more acutely, to recognize more readily performative constructs, and to expand their ability to think artistically when it comes to performance.

First semester. Professor Mukasa.

17. War. This seminar investigates war from prehistory to the present, spending much of the time on the period since 1700 and paying special attention to the consequences of twentieth-century warfare. Topics to be examined include: the transformative impact of technology (e.g., more efficient guns, new surveillance capabilities, air power, and weapons of mass destruction) on military tactics and strategy as well as on the concept of a "just war," war and human rights (particularly the problem of war crimes and of non-combatant fatalities); the relationship of international law to war; the problem of representing and remembering wars past; women and gender in the context of war; war in an era of globalization; war and genocide; and the war on terrorism. Our scope will be global and a range of conflicts will be considered, if not exhaustively covered. We will draw on a diverse array of sources, including social and military history, literature, movies, war memoirs, and international human rights *reportage.*

First semester. Professors Hunt, Moss, and Sweeney.

18. Big Books. This seminar explores the particular pleasures and interpretive problems of reading (and writing about) very long works of fiction—novels so large that any sure grasp of the relation between single part and mammoth whole may threaten to elude author and reader alike. How do we gauge, and thereby engage with, narratives of disproportionate scale and encyclopedic ambition? How do we lose, or find, our place in colossal fictional worlds?

In 2005 the seminar will feature three vastly different kinds of historical novels: George Eliot's *Middlemarch* (1871-72), Robert Musil's *The Man Without Qualities, Vol. One* (1930-43) and Jay Cantor's *Great Neck* (2003).

First semester. Professor Parker.

19. Growing Up in America. How do race, social class and gender shape the experience of growing up in America? We will begin by examining the life of a contemporary young African-American man on his journey from the inner city to an Ivy League university. We then look back historically at some nineteenth-century lives—male and female, black and white, real and fictional—to understand how the transition from an agricultural to an urban industrial society has influenced the experience of coming of age. The remainder of the course will center on coming of age in the twentieth century. Our focus will be on the formation of identity, relationship with parents, courtship, sexuality and the importance of place. In addition to historical, sociological and psychological texts, the class will discuss autobiographies like those of Frederick Douglass and Harriet Jacobs and fiction by Ella Deloria, J.D. Salinger, and Jhumpa Lahiri.

First semester. Professor Clark.

20. Africa: Power and Representation. The right to represent oneself has always been an important piece of symbolic capital and a source of power. External representations of Africa have consistently distorted and misinterpreted the peoples and cultures of the continent. Within Africa, this right—to produce and display particular images—has been inseparable from both secular and sacred power. The discrepancy in interpretation of various images, whether these are in the form of visual objects or in the form of philosophies or concepts, has produced a misunderstanding of African institutions and art. In addition, historically the right to represent and claim one's identity has become increasingly politicized. Control over various representations and images of Africa and things African has become contested. Using an interdisciplinary focus from the fields of art history, history and anthropology, this course will examine representations and interpretations of images of Africa both from within and from outside the continent. Ultimately we will link these with various forms of power and legitimacy to consider the complexity behind the development of an idea of Africa.

First semester. Professor Goheen.

AMERICAN STUDIES

Professors Clark‡, Couvares, Dizard, Guttmann, Levin‡, Sánchez-Eppler, Sandweiss, and K. Sweeney (Chair); Assistant Professors Basler and Ferguson; Five College Visiting Assistant Professor Sharma.

The core premise of American Studies is disarmingly simple: no discipline or perspective can satisfactorily encompass the diversity and variation that have marked American society and culture from the very beginning. This premise invites majors to craft their own distinctive way of coming to terms with America. Some will favor sociological, historical or economic interpretations; others will be drawn to literary or visual modes of interpretation. However individual majors fashion their courses of study, each major engages with one or more of the department's faculty in an ongoing discussion of what is entailed in the study of American society. This discussion culminates in the choice of a topic for the senior essay. The topic may emerge organically from the courses a major has selected or it may arise out of a passionate engagement with a work of fiction, a curiosity about a historical event, or a desire to understand the persistence of a social problem. Whatever the substantive focus, the senior essay affords majors the opportunity to reflect on what they have learned, refine their analytic and expository skills, and put all this to the test of making sense of some aspect of American society and culture.

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‡On leave second semester 2005-06.

The diversity of course selections available to majors ensures that they gain a heightened awareness of the history and present state of the peoples and social forces which constitute American society. Race, class, ethnicity and gender figure centrally in our courses, whether they are treated historically, sociologically or aesthetically. Majoring in American Studies offers students great latitude as well as the opportunity to work closely with a faculty advisor in the senior year on a specific topic.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the junior Seminar, and, in the senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience. Ideally, majors take these courses in order, but study abroad or other contingencies may make this impossible in individual cases.

Students also take seven other courses about American society and culture. At least three of these courses should be in one department or concentrated on a single theme. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century. Since the topics of American Studies 11 and 12 change frequently, majors may take more than two of these courses and count the third as one of the seven electives and/or one of the courses concentrated on America before the twentieth century.

Advising: In response to the range of the majors' individual preferences and interest, departmental advisors are available for regular consultation. The advisor's primary function is to aid the student in the definition and achievement of his or her own educational goals.

Departmental Honors Program. All majors must complete the requirements outlined above. Recommendations for Latin Honors are made on the basis of the senior essay produced during the independent work of the senior year.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that fulfillment of the course requirements, combined with the writing of a senior essay, provides adequate grounds for a fair assessment of a major's achievement.

11. The American Dream. More than any other nation, the United States has envisioned itself as a landscape of pure possibility. From the 17th century to the present, an ever-shifting "American Dream" has been the repository of

Americans' longing for a new kind of personal and national life. In this class we will consider how Americans have imagined their dream in terms of everything from political freedom to home ownership. This class introduces students to American Studies by focusing on whole books, with attention also given to paintings, photographs and film. Books will include *The Narrative of the Life of Frederick Douglass, Huckleberry Finn, The Great Gatsby,* and *The Human Stain.*

First semester. The Department.

12. The City: Los Angeles. As a city shaped by the 18th century European colonization, 19th century U.S. territorial expansion, and 20th century national and global migration, Los Angeles—the City of Angels—has always been a place of paradisical promises and apocalyptic undercurrents. It is at once a global city and an island within California, maintaining a distinctive sense of regional identity, attempting to manage internal racial and economic strife among its diverse communities, and laying claim to a role of leadership in the "Pacific Rim." Through a consideration of literary, sociological, historical, musical and visual texts, this course will explore factors that have shaped Los Angeles into the enigmatic metropolis it is today. The course will cover the effects of Spanish conquest, the Westward Expansion driven by notions of Manifest Destiny, interaction and conflict among Mexicans, Asians, indigenous residents, European immigrants and African Americans, and questions about identity and citizenship in response to currents of transnational migration. The course will also trace the history of conflicts over water and other resources, the growth of suburbs that created L.A.'s "car culture," the racial and economic context of inner-city neighborhoods that have given rise to urban cultural productions with global appeal, and the pervasive effects of the Hollywood entertainment industry.

Second semester. The Department.

25. Introduction to Asian American Studies. This course introduces students to the field of Asian American Studies through a historical and comparative approach to the issues facing various Asian American communities. We will focus on the development and concerns of Asian American Studies as an interdisciplinary, community-based field and the simultaneous development of the political pan-ethnic category of "Asian America" brought about during the activism of the 1960s. Weaving together the theoretical and issue-based topics covered by major Asian American Studies scholars, texts, and films, students will trace back contemporary issues to the three waves of Asian immigration to the United States. Topics to be covered include the history of Asian immigration and the global economy; the development, concerns, and methodologies of Asian American Studies; the heterogeneity of the "Asian American experience"; theories of race, class, and gender; issues concerning the post-1965 second generation; racial politics of contemporary Asian Americans.

First semester. Omitted 2005-06. Five College Professor Sharma.

28. Hapa Issues: Asian Americans of Mixed Racial Descent. Growing numbers of inter-racial marriages and the products of these marriages—children of mixed racial descent—have contributed to the increasing diversity of America in the 21st century. Reflecting this heterogeneity, the 2000 Census allowed people to claim more than one background for the first time. In this course, we will evaluate the experiences of hapas—Asians of mixed racial descent—through a historical and comparative framework. This class will explore inter-racial and inter-ethnic marriage trends in various Asian communities in the U.S. in order to highlight the complexity of the Asian American experience. Additionally, we will compare the experiences of hapas representing a range of backgrounds, including those of Asian/White ancestry as well as Asian/Black heritage. Some of the specific topics that will be covered in this course include the following: racial and ethnic community membership and belonging; the dynamics of inter-racial relationships; identity, authenticity, and choice; and the gender identities of mixed race individuals. This course highlights the simultaneous fluidity and social construction of race while marking its real impact on everyday and structural aspects of American life.

First semester. Professor Sharma.

32. Race, Empire, and Transnationalism: Chinese Diasporic Communities in the World. (Also History 21 and Asian 34.) See History 21.

First semester. Professor Chu.

68. Race and Races in American Studies. (Also Sociology 38 and Black Studies 35.) This interdisciplinary seminar examines influential scholarship on the "race concept" and racialized relations in American culture and society. The course will focus on selected themes, approaches, methods, debates, and problems in a variety of scholarly genres. Major topics include the cultural construction of race; race as both an instrument of oppression and an idiom of resistance in American politics; the centrality of race in literary, sociological, anthropological, and legal discourse; the racialization of U.S. foreign policy; "race mixing" and "passing" and the vicissitudes of "whiteness" in American political culture; and "race" in the realm of popular cultural representation.

Limited to 25 students. Second semester. Professor Basler.

77, 78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

Critical Debates in Black Studies. See Black Studies 12.

First semester. Professor Ferguson.

Reading Gender/Reading Race. See Black Studies 19 (also Women's and Gender Studies 01).

Omitted 2005-06.

Short Stories from the Black World. See Black Studies 23.

Second semester. Professor Rushing.

Representations of Black Women in Black Literature. See Black Studies 24.

Omitted 2005-06. Professor Rushing.

African-American Autobiographies: A Survey. See Black Studies 26 (also English 70).

First semester. Professor Rushing.

Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. See Black Studies 27.

Omitted 2005-06. Professor Rushing.

African American Oral Traditions. See Black Studies 36.

Omitted 2005-06. Professor Rushing.

The Birth and Growth of Bebop, 1938-1950. See Black Studies 53.

Second semester. Lecturer Diehl.

Black Music/Black Poetry. See Black Studies 54 (also English 15).
Omitted 2005-06. Professor Rushing.

African-American History from the Slave Trade to Reconstruction. See Black Studies 57 (also History 41).
First semester. Professor Moss.

African-American History from Reconstruction to the Present. See Black Studies 58 (also History 42).
Second semester. Professor Moss.

Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. See Black Studies 61.
Omitted 2005-06. Professor Ferguson.

The Seer and the Scene: Exploring Ralph Ellison's *Invisible Man*. See Black Studies 62.
Second semester. Professor Ferguson.

Post-Cold War American Diplomatic History. See Colloquium 18.
Omitted 2005-06. Professors Levin and Machala.

Industrial Organization. See Economics 24.
Omitted 2005-06.

Economic History of the United States, 1600-1860. See Economics 28.
First semester. Professor Barbezat.

Economic History of the United States, 1865-1965. See Economics 29.
Second semester. Professor Barbezat.

Current Issues in the United States' Economy. See Economics 30.
First semester. Professor Barbezat.

From Poor Relief to Welfare-to-Work. See Economics 72.
Omitted 2005-06. Professor Barbezat.

American Renaissance. See English 01, section 04.
First semester. Professor Guttmann.

Foundations of African American Literature. See English 01, section 06 (also Black Studies 38).
First semester. Professor Parham.

American Literature in the Making: Colonies, Empires, and a New Republic. See English 07.
Omitted 2005-06. Professor O'Connell.

American Literature in the Making: Nineteenth Century to the Civil War. See English 08.
Omitted 2005-06. Professor O'Connell.

American Literature in the Making: The Twentieth Century, 1900-1941. See English 09.
Omitted 2005-06. Professor O'Connell.

American Literature in the Making: The Twentieth Century, 1942-2000. See English 10.
Second semester. Professor O'Connell.

Reading Popular Culture. See English 13 (also Women's and Gender Studies 28).
Omitted 2005-06.

The African American Poet as Archeologist. See English 56 (also Black Studies 60).
First semester. Professor Rushing.

Studies in American Literature. See English 61.
First semester. Professor O'Connell.

Studies in Nineteenth-Century American Literature. See English 62. The topic will be "Writing and Reform."
First semester. Professor Sánchez-Eppler.

Realism and Modernism. See English 64.
Omitted 2005-06. Professor Townsend.

Studies in African American Literature. See English 66 (also Black Studies 39).
Omitted 2005-06.

Democracy and Education. See English 68.
First semester. Professor O'Connell.

Readings in American Fiction, 1950-2000. See English 72.
Omitted 2005-06. Professor Pritchard.

"This New Yet Unapproachable America": A Survey of Asian American Writing. See English 73.
Second semester. Professor O'Connell.

Film Noir. See English 75, section 02.
First semester. Visiting Professor Duerfahrd.

Memory, Haunting, and Migration in Contemporary American Novels by Women. See English 75, section 03.
First semester. Professor Parham.

Americans in Paris. See English 75, section 02.
Second semester. Professor Guttmann.

Faulkner and Morrison. See English 75, section 03.
Second semester. Professor Parham.

The Unprinted Page: Working with Manuscripts. See English 75, section 05.
Second semester. Professor Sánchez-Eppler.

Topics in Film Study. See English 84.
Second semester. Visiting Professor Duerfahrd.

Expatriate Poets. See English 94.
Second semester. Writer-in-Residence Hall.

American Art and Architecture, 1600 to Present. See Fine Arts 37.
Omitted 2005-06. Professor Clark.

American Painting 1860-1940. See Fine Arts 57.
Omitted 2005-06. Professor Clark.

African Art and the Diaspora. See Black Studies 45.
First semester. Professor Abiodun.

Museums and Society. See Fine Arts 80.
First semester. Professors Clark and Morse.

Colonial North America. See History 08.
Second semester. Professor Sweeney.

Nineteenth-Century America. See History 09.
First semester. Professor Saxton.

Twentieth-Century America. See History 10.
Second semester. Professor Couvares.

Material Culture of American Homes. See History 37.
Second semester. Professor Sweeney.

The Era of the American Revolution. See History 38.
Omitted 2005-06. Professor Sweeney.

Native American Histories. See History 39.
Omitted 2005-06. Professor Sweeney.

The Old South, 1607-1876. See History 44.
Second semester. Professor Saxton.

Women's History, America: 1607-1876. See History 45 (also Women's and Gender Studies 63).
Omitted 2005-06. Professor Saxton.

Women and Politics in Twentieth-Century America. See History 47 (also Women's and Gender Studies 67).
Second semester. Professor Saxton.

Church, Family and Culture in Nineteenth-Century America. See History 48 (also Women's and Gender Studies 66).
Omitted 2005-06. Professor Saxton.

American Diplomacy I. See History 49 (also Political Science 11).
First semester. Professors Levin and Machala.

American Diplomatic History II. See History 50.
Omitted 2005-06. Professor Levin.

American Diplomatic History III. See History 51.
Omitted 2005-06. Professor Levin.

Science and Society in Modern America. See History 68.
Second semester. Professor Servos.

Public History in the United States. See History 69.
Second semester. Professor Sandweiss.

Seminar on the Social and Cultural History of New England. See History 81.
Omitted 2005-06. Professor Sweeney.

Topics in African-American History: Race and Educational Opportunity in America. See History 82 (also Black Studies 67).
Second semester. Professor Moss.

Seminar in U.S. Cultural History. See History 84.
First semester. Professor Couvares.

Seminar in Western American History. See History 85.
Second semester. Professor Sandweiss.

Seminar on Race and Nation in the U.S.-Mexican Borderland. See History 87.
Omitted 2005-06. Professor López.

Seminar on the "Wonder Drugs" and Modern Medicine. See History 94.
Second semester. Professor Servos.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 01 (also Political Science 18).
First semester. Professor Sarat.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 03.
Second semester. Professor Douglas.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 05.
Second semester. Visiting Professor Delaney.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 08.
Omitted 2005-06. Visiting Professor Delaney.

The State and the Accused. See Law, Jurisprudence and Social Thought 21.
First semester. Professor Douglas.

Law, Speech, and the Politics of Freedom. See Law, Jurisprudence and Social Thought 30.
Second semester. Professor Umphrey.

Moving Law: Social Movements and Legal Transformations. See Law, Jurisprudence and Social Thought 31.
First semester. Visiting Professor Delaney.

Law's History. See Law, Jurisprudence and Social Thought 43.
Omitted 2005-06. Professor Hussain.

Twentieth-Century American Legal Theory. See Law, Jurisprudence and Social Thought 50.
Second semester. Visiting Professor Delaney.

Political Obligations. See Political Science 23.
Second semester. Professor Arkes.

American Politics/Foreign Policy. See Political Science 30.
Second semester. Professor Machala.

The American Presidency. See Political Science 33.
Omitted 2005-06. Professor Dumm.

The American Founding. See Political Science 37.
Omitted 2005-06. Professor Arkes.

Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. See Political Science 39 (also Law, Jurisprudence and Social Thought 39).
First semester. Professor Bumiller.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42.
Omitted 2005-06. Professor Arkes.

The Political Theory of the American Founding. See Political Science 58.
Omitted 2005-06. Professor Arkes.

Religion in the United States. See Religion 19.
First semester. Professor Wills.

Religion in Black America: The Twentieth Century. See Religion 61 (also Black Studies 51).
Omitted 2005-06. Professor Wills.

The Family. See Sociology 21.
First semester. Visiting Professor Souza.

Contemporary Race and Ethnicity. See Sociology 23 (also Black Studies 34).
Omitted 2005-06. Professor Basler.

Collective Identity and Mobilization. See Sociology 30.
Omitted 2005-06. Professor Basler.

Conceptualizing White Identity in the United States. See Sociology 31.
First semester. Professor Basler.

Thinking Differently about Culture. See Sociology 32.
Second semester. Professor Lembo.

Social Class. See Sociology 34.
Second semester. Professor Lembo.

Social Construction of Nature. See Sociology 40.
Second semester. Professor Dizard.

The American Right. See Sociology 41.
Omitted 2005-06. Professor Himmelstein.

Sport and Society. See Sociology 44.
First semester. Professor Guttmann.

Latino Identity in the United States: Continuity and Complexity. See Sociology 45.
First semester. Professor Basler.

The Sounds of Spanglish. See Spanish 53.
Second semester. Professor Stavans.

Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. See Theater and Dance 24.
Omitted 2005-06.

Contemporary American Drama. See Theater and Dance 28.
Omitted 2005-06.

Gender Labor. See Women's and Gender Studies 24.
Second semester. Professors Barale and Olver.

Women of Color: Witnesses to American History. See Women's and Gender Studies 40 (also History 40).
Omitted 2005-06. Professor Saxton.

Representing Domestic Violence. See Women's and Gender Studies 53 (also Political Science 53).
First semester. Professors Bumiller and Sánchez-Eppler.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb†, Dizard, Gewertz‡ (Chair, first semester), Goheen, Himmelstein (Chair, second semester), and Lembo; Assistant Professors Basler and Dole; Visiting Assistant Professor Souza; Visiting Lecturer Kelly.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology has tended to focus on preindustrial peoples and sociology has tended to focus on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11 or 32 and Anthropology 12 and 23. As well, they must take at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Departmental Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, including at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with Departmental Honors will include Sociology 77 and 78 in addition to the other major requirements.

Majors fulfill the department's comprehensive examination requirement by getting a grade of B or better in the relevant theory course (Sociology 15 or Anthropology 23). Those who fail to do so will write a paper on a topic in theory set by the Department.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archaeology and the prehistoric record.
First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.
Second semester. Professor Babb.

†On leave first semester 2005-06.
‡On leave second semester 2005-06.

21. Indian Civilization. (Also Asian 22.) A general introduction to Indian civilization. The course will survey South Asia's most important social, political, and religious traditions and institutions. It will emphasize the historical framework within which Indian civilization has developed its most characteristic cultural and social patterns. This course is designed for students who are new to South Asia, or for those who have some knowledge of South Asia but have not studied it at the college level.

Omitted 2005-06. Professor Babb.

23. History of Anthropological Theory. A general survey of writings that have played a leading role in shaping the modern fields of cultural and social anthropology. Beginning with a discussion of the impact of Darwin and the discoveries at Brixham Cave on mid-nineteenth century anthropology, the course surveys the theories of the late-nineteenth-century cultural evolutionists. It then turns to the role played by Franz Boas and his students and others in the advent and later development of cultural anthropology in the U.S. Readings of Durkheim and Mauss will provide the foundation for a discussion of the development of British social anthropology, French structuralism, and Bourdieu's theory of social practice. The course will conclude with a discussion of recent controversies concerning the work of a key theorist in the anthropological tradition.

Not open to first-year students. Second semester. Professor Babb.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

31. Anthropology of the Middle East. This course will use anthropological readings, films, and novels to study the contemporary Middle East. Beginning with an historical eye towards the ways in which the West has discovered, translated and written about the Orient, we will survey a broad range of topics that offer a unique perspective on the people, languages, and cultures of the region. General themes to be explored are the Middle East as a region; the history of its analysis; colonialism, nationalism, and state formation; Islam and modernity; religious sensibilities and Islamist politics; gender and sexuality; transforming social structures; cultural politics and the politics of culture; colonialism; and science, technology, and politics. We will take up these themes through richly contextualized accounts of life within the region. While it is recognized that the Middle East is heterogeneous, particular attention will be given to the influence and role of Islam in the region. By the end of the course, students will have gained a broad understanding of the Middle East and some of the pressing issues faced by people of the region, while at the same time grappling with advanced theoretical readings. No previous knowledge of the Middle East is assumed.

First semester. Professor Dole.

32. Topics in Contemporary Anthropology. This seminar will examine contemporary issues in anthropology. Topics will vary from year to year but might, for instance, include the challenge to anthropology of the post-colonial encounter; the representation of the "other" in museums and magazines;

the relationship between culture and practical reason. The universalizing of commodity lust; the linkage of sex, power and disease; the encompassment of the world by capitalism; the writing of money in grants as the prerequisite to the writing of culture in ethnographies.

Limited to 20 students. Omitted 2005-06. Professor Gewertz.

34. Religion and Society in the South Asian World. (Also Asian 60.) Observers have long marveled at the sheer number of separate religious traditions that flourish and interact with each other in South Asia. In this single ethnographic region, the Indian subcontinent, we find Hindus, Muslims, Sikhs, Buddhists, Jains, Christians, Jews, and others as well. Given this extraordinary diversity, South Asia provides an unparalleled opportunity to study interactions between religious systems in a broad range of social and political contexts. This course takes advantage of this circumstance by exploring, in South Asian settings, a variety of theoretical approaches to the study of religion. Among the subjects to be considered are religion and social hierarchy, religion and gender, religious responses to rapid social change, modern religious movements, religion and modern media, religious nationalism, and South Asian religions in diaspora. Although the course focuses on the South Asian region, it is designed to emphasize theoretical issues of current interest to anthropologists and others who study religion from the perspective of social science. While some background in South Asian studies would be helpful, it is not a prerequisite for this course.

Omitted 2005-06. Professor Babb.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given to the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. Omitted 2005-06. Professor Gewertz.

38. Healing: Meaning, Performance, and Power. Moving through a variety of therapeutic settings and interventions (from the doctor's office, to the laying on of hands, to national rituals of collective mourning), this seminar will consider what it means to heal and be healed. Building upon anthropological theories of healing and ritual, the course will explore a range of approaches to conceptualizing therapeutic efficacy—the persistent question of how and why different forms of healing work. These approaches emphasize symbol, performance, rhetoric, persuasion, embodiment, fantasy, imagination and authority as the sources of therapeutic power. The course will also take up idioms of healing as they are employed politically—taking healing both as a politicized process of personal persuasion and a collective process aimed at the level of the body politic.

Limited to 20 students. Second semester. Professor Dole.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

Limited to 25 students. First semester. Professor Gewertz.

41. Visual Anthropology. This course will explore and evaluate various visual genres, including photography, ethnographic film and museum presentation as modes of anthropological analysis—as media of communication facilitating cross-cultural understanding. Among the topics to be examined are the ethics of observation, the politics of artifact collection and display, the dilemma of representing non-Western "others" through Western media, and the challenge of interpreting indigenously produced visual depictions of "self" and "other."

First semester. Professor Gewertz.

42. Madness and Politics. Using a combination of ethnographic and theoretical texts, this seminar will consider the anthropological, psychological, and political significance of "extreme" or "limit" experience(s)—e.g., psychosis, trauma, ecstasy, possession. The underlying question guiding this seminar is: What can such phenomena tell us about human experience, other than as a radical exception? The course will examine representations of madness, insanity, and trauma, especially as they are used in constituting social orders and disorders. In addition, it will explore the relationship between social-political contexts and mental illness, the significance of "extreme" experience for understanding what it means to be a subject, and anthropological approaches to the state of power in psychological and social terms.

Limited to 20 students. Second semester. Professor Dole.

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Limited to 25 students. First- and second-year students must have consent of the instructor. Second semester. Professor Goheen.

45. Medical Anthropology. The aim of this course is to provide an understanding of the major theoretical orientations and themes animating contemporary medical anthropology. The general focus of the course will be on how one is to frame "illness," "health," "healing," and "medicine" as objects of cultural and critical analysis. In addition to addressing several distinct domains of inquiry—cultural constructions of illness, medicine as a cultural system, social suffering, technology, gender, development, the social origins of distress—the course is also organized around a series of debates that have been highly influential in the development of medical anthropology as a field of inquiry.

First semester. Professor Dole.

77, 78. Senior Departmental Honors.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

The Evolution of Human Nature. See Biology 14.
First semester. Professor Zimmerman.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professor Abiodun.

Sociology

11. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

Limited to 35 students. First semester. Professor Lembo.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Himmelstein.

18. The Development of Sociological Theory. This course examines some of the basic schools of sociological theory and how they have developed in critical relation to each other and to the classics of sociology. It includes those theories that have been around American sociology for so long that they seem established and indigenous (structural-functionalism, conflict theory, exchange theory, interactionism) and those that are new enough to seem critical and insurgent (Marxism and critical theory, feminist theory, post-structuralism).

Omitted 2005-06. Professor Himmelstein.

21. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Limited to 20 students. First semester. Visiting Professor Souza.

23. Contemporary Race and Ethnicity. (Also Black Studies 34.) Recent events and controversies over issues like affirmative action, immigration, and public education suggest the continuing prominence of race and ethnicity in American society and politics. Yet over the past few decades, much of the theoretical initiative in racial and ethnic studies has moved from older social science traditions of race relations toward work more influenced by literary and cultural studies. In response, sociologists have begun to take a fresh look at the phenomena of race and ethnicity. This has included analyses of the social construction of racial and ethnic identity in the context of economic and demographic processes, political institutions and practices, and urban and spatial dynamics.

This course introduces students to the major sociological perspectives on race and ethnicity. With this background, we will turn to an analysis of the structural conditions of group inequality. Comparing different groups' experiences with migration, access to labor and housing markets, and cultural acceptance, we will try to bring together groups' internal formation with dynamic patterns of inter-group relations. We will inquire into both the historical centrality of anti-black racism in the U.S. and the implications of complex, multi-racial and ethnic contexts of group interaction.

Omitted 2005-06. Professor Basler.

26. The Postmodern Condition. The postmodern condition may be understood as a distinctive form of social organization that is emerging from interrelated changes in political economy, technology, social structure, and cultural practice. This course will begin by examining a number of perspectives on the transition from modernity, paying particular attention to the ways that social, political, economic, and cultural dimensions of this tradition have been theorized in scholarly accounts. In treating the rise of the post-modern condition from a sociological perspective, the role of the mass media and consumer society will be emphasized. The course will also focus on the deconstruction and reconstruction of identity and a sense of place in a broad range of cultural practices and representational forms. This will involve a consideration of the meanings and uses of ideas of "difference" and "otherness" and of the existence and parameters of social and cultural "borderlands." The postmodern condition is understood to involve both a reactive search for stable identities and coherent cultural practices as well as new formations of identity and cultural practice within a heterogeneous, fragmented, and unstable social order.

Admission with consent of the instructor. Limited to 20 students. Omitted 2005-06. Professor Lembo.

30. Collective Identity and Mobilization. In this course we will explore the social, political, and cultural processes that influence the formation and mobilization of collective identities, with particular attention to ethnicity, race, class, gender, and sexuality in U.S. society. The processes of group formation are complex, especially given the number of social categories to which we may belong, and the factors which influence whether or not we feel strongly enough about our shared fate to construct, maintain, and act on behalf of collective interests and identities. Also of interest are the ways that groups elaborate community cultures and institutions that promote collective identity and political mobilization. Topics include the content and meaning of race and ethnicity, transgressing gender boundaries, the politics of sexuality, the politics of cultural resistance, and the mobilization of collective identities.

Omitted 2005-06. Professor Basler.

31. Conceptualizing White Identity in the United States. The debate over the virtues of multiculturalism and the promotion of diversity have, ironically, led an increasing number of scholars to question the meaning of "whiteness." What does it mean to be "white"? Who gets to decide who is and who isn't "white"? Clearly, "white" means more than is captured by complexion alone, but what is there besides complexion? Given the undeniable fact that cultural variations among those regarded as white are as large as the variations between whites and non-whites, it is not clear what exactly constitutes whiteness. To study whiteness is to analyze the collective memory and practices of "white people" and to scrutinize carefully those moments when white identity is used to mobilize passions. This course will attempt to unpack the myths and realities that have created and maintained "white identity."

Limited to 25 students. First semester. Professor Basler.

32. Thinking Differently about Culture. In this course we will examine the role *difference* has played in the culture of the United States at three key periods: the early 20th century, when culture competed with biology in the (eventual) formation of pluralist notions of democratic culture; the post-World War II era of civil rights, when the legislation of equality competed with segregationist and discriminatory ideas and practices in an economy of unprecedented growth in middle class consumerism; and the post-civil rights era, when globalization, changes in immigration policy, and economic polarization, among other things, contribute to distinctive transformations in the cultural make-up of American society. A variety of texts—fictional, historical, artistic, theoretical, and empirical—will be used in our investigation. Across these periods some of the important questions we will ask are: How adequate are conventional sociological ideas of culture—ideas that presume "cohesion" and "commonality," among other things—when it comes to conceptualizing, documenting, and theorizing cultural difference? What are the consequences of accounting for cultural difference as something to be incorporated into what is, or could be, held in common by people? How does it matter when aspects of cultural difference—previously ignored or marginalized in hegemonic accounts—become the focal point of inquiry? How do we distinguish among discourses of cultural differences? Do they circulate in the social mainstream or remain marginal? How are they subject to cooptation, assimilation, or exploitation?

Limited to 20 students. Second semester. Professor Lembo.

33. Social Construction of the Self. This course brings together the perspectives of psychoanalysis, symbolic interactionism, developmental social psychology, as well as a variety of accounts in sociology, literature, and popular culture, to explore how a sense of self and identity develop in social life. Although the focus is on Western culture and traditions, we will be examining documentation provided by cross-cultural accounts in order to contextualize and problematize the truth claims of Western notions of identity construction and self-formation.

Omitted 2005-06.

34. Social Class. This course will consider various ways that class matters in the United States. Historical accounts will be used in conjunction with sociological theories to discuss the formation of classes, including the formation of discourses and myths of class, in American society. Class will then serve as a lens to examine the origins and characteristics of social stratification and inequality in the U.S. The bulk of the course will focus on more contemporary issues of class formation, class structure, class relations, and class culture, paying particular attention to how social class is actually lived out in American culture. Emphasis will be placed on the role class plays in the formation of identity and the ways class cultures give coherence to daily life. In this regard, the following will figure importantly in the course: the formation of upper class culture and the role it plays in the reproduction of power and privilege; the formation of working class culture and the role it plays in leading people to both accept and challenge class power and privilege; the formation of the professional middle class and the importance that status anxiety carries for those who compose it. Wherever possible, attention will be paid to the intersection of class relations and practices with those of other social characteristics, such as race, gender and ethnicity. The course will use sociological and anthropological studies, literature, autobiographies, and films, among other kinds of accounts, to discuss these issues.

Limited to 30 students. Second semester. Professor Lembo.

38. Race and Races in American Studies. (Also American Studies 68 and Black Studies 35.) See American Studies 68.

Limited to 25 students. Second semester. Professor Basler.

39. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Sociology 11 or Anthropology 11 or 12, or consent of instructor. Some familiarity with basic concepts and scholarly traditions will enable students to apply sociological concepts to the literature of psychologists, lawyers, and industrial relations experts. First semester. Professor Dizard.

40. Social Construction of Nature. This course rests on two premises. The first is that the non-human world—"nature"—exerts a profound influence on social relations. The second is that humans not only modify nature to suit their needs better, they also construct nature ideologically. We will explore the ways in which nature has been manipulated, both physically and symbolically, and the consequences these manipulations have had, both for nature and humans. We will pay particular attention to the shifts over the past century and a half in the ways Americans have regarded the natural world, tracing the emergence of the conservation movement and how it slowly got transformed into the contemporary environmental movement.

Requisite: Sociology 11 or Anthropology 11 or consent of the instructor. Second semester. Professor Dizard.

41. The American Right. Since the 1980s, the Right has been the dominant force in American politics. For spring 2005, this course will examine the Christian Right within a framework of sociological ideas about the social bases of political conflict. We will look at the movement's history, ideology, organizations, and leaders. We shall then examine the changing significance of religion and religiosity in American politics, with a focus on the idea of "culture wars." This will require us to look closely at the differences between how political elites of all ideological persuasions address morally charged issues and how both conservative Christians and other Americans think about these issues. Finally, we shall examine the ways Americans have come in conflict with each other over abortion, gay rights, sex education, and similar issues.

Omitted 2005-06. Professor Himmelstein.

43. Drugs and Society. This course presents a sociological framework for studying the ways in which societies both encourage and restrict the use of psychoactive drugs.

Second semester. Professor Himmelstein.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

First semester. Professor Guttmann.

45. Latino Identity in the United States: Continuity and Complexity. The Latino population currently consists of approximately 24 million people in the United States; by the year 2050 the Census Bureau estimates that the Latino population will make up 22 percent of the total population. This diverse group traces its origin to a variety of countries and its experiences in the United States are quite varied. In this course we will examine the experiences of the various Latino communities in the United States. It will examine the socioeconomic experiences of the various Latino groups (Mexicans, Puerto Ricans, Dominicans, among others). This examination will require that we pay attention to issues of race, class, and gender, as well as the complexities of pan-ethnic identity, group politics, and immigration.

Limited to 25 students. First semester. Professor Basler.

47. Sociology from the Margins. In this course we will examine texts that are marginal to both the discipline of sociology (past and present) and the social mainstream and which, despite or perhaps because of their marginality, provide fresh insight regarding sociological issues and concerns. These texts—some by sociologists, some not—will be used to explore such things as changing modes of technological power, commodity culture, virtuality and its relation to "the real," techniques for normalizing and regulating the self, the formation of the unconscious and its relation to a directive self, varieties of human and non-human agency, especially the "transgressive" sort, globalization and its effects on cultural life, and so on. The transition from Fordism to flexible accumulation, from modern to postmodern conditions, from colonial to postcolonial worlds, will figure importantly in course discussion. Emphasis will be placed throughout the course on identifying concepts and perspectives enabling us to see "the social" in ways unanticipated by conventional sociological thinking.

Limited to 20 students. First semester. Professor Lembo.

77, 78. Senior Departmental Honors.

97, 97H, 98, 98H. Special Topics.

RELATED COURSE

The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. See Colloquium 22.

Second semester. Professors Crowley and Dizard.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb†, Dennerline, Morse (Chair), Reck, and Tawa; Assistant Professors Caddeau*, Ringer, and Zamperini; Senior Lecturers Lan* and Miyama; Lecturers Kayama, Shen, and Teng.

Affiliated Faculty: Professors Basu‡ and Elias; Assistant Professor Heim*; Director of the Five College Arabic Program El-Hibri.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies, and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge presuppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asia and the West.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses dealing with Asia, exclusive of first-year language courses. A major's courses must include an area concentration (see below), a Colloquium on Asia (Asian 31), and designated courses taught by area specialists broadly covering pre-modern history and culture in two of the three geographic areas outside the area of concentration. Courses designated to fulfill the area distribution requirement are marked in the list of courses with (C) for China, (J) for Japan, (SA) for South Asia, and (WA) for West Asia. Only these courses meet the requirement for the particular area. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B– grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department, to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

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*On leave 2005-06.

†On leave first semester 2005-06.

‡On leave second semester 2005-06.

Area Concentration. Prospective majors should consult with a member of the department as early as possible to plan a concentration. The concentration, which must be approved by the advisor, will include a language and at least three non-language courses dealing entirely or substantially with the chosen area of concentration. Advisors encourage students to enroll in relevant courses in the disciplines as well.

Comprehensive Evaluation. Students writing senior theses fulfill the department's comprehensive requirement. Other majors will, by the middle of the second semester of their senior year, fulfill the requirement by completing essays on a general topic in Asian studies to be evaluated by the department. The essay will respond to a topic, set by the department, of general interest to Asianists.

Departmental Honors Program. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the nine required courses, enroll in Asian 77 and 78.

Study Abroad. The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto or other approved programs. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

Courses. Courses listed under the various subheadings below, including "Related Courses," may be applied to meet the requirements of the major. Listed courses that deal exclusively with the area of concentration or include substantial material from that area may be counted toward the area concentration. To request that any other course meet a requirement, the student must petition the department in a timely fashion.

12. Introduction to the Literature of East Asia. A survey of major texts from China, Korea, and Japan from the classical to the contemporary. This course will examine the function of food and drink as they appear in important religious, philosophical, and literary works of East Asia. Readings and discussion in English. Frequent writing. Four film screenings in addition to scheduled class hours.

Omitted 2005-06. Professor Caddeau.

14. Music of the Whole Earth. (Also Music 24.) See Music 24.
Limited to 30 students. First semester. Professor Reck.

15. Buddhism in Theory and Practice. (Also Religion 23.) See Religion 23.
Second semester. Professor Carbine.

17. To Paint Their Lives. (Also Women's and Gender Studies 16.) An interdisciplinary investigation of women's autobiographical practices. This course will focus on how women across cultures and time narrate and represent their lives through various media and means. Though we will deal mostly with texts and paintings, we will try to include as much as possible other sources, such as movies, photographs, and music. We will engage in close readings and studies of the primary sources, as well as of pertinent theoretical works.

Among the authors and artists we will deal with are Artemisia Gentileschi, Sai Jinhua, Zora Neale Hurston, Charlotte Salomon, Marianne Satrapi, Theresa Cha, Rigoberta Menchu, and Trinh Minh-ha. Our exploration of female autobiographical practices will be read, when possible and meaningful, against the grain of male representations of women's lives.

Omitted 2005-06. Professor Zamperini.

22. Indian Civilization. (SA) (Also Anthropology 21.) See Anthropology 21.
Omitted 2005-06. Professor Babb.

23. Arts of Japan. (J) (Also Fine Arts 48.) See Fine Arts 48.
Omitted 2005-06. Professor Morse.

24. Chinese Civilization. (C) (Also History 15.) See History 15.
First semester. Professor Dennerline.

25. Japanese History to 1600. (J) (Also History 17.) See History 17.
First semester. Professor Maxey.

26. Middle Eastern History: 600-1800. (WA) (Also History 19.) See History 19.
First semester. Professor Ringer.

27. Reading *The Tale of Genji* as a Novel. (J) This course focuses on the most revered work of the classical Japanese canon, *The Tale of Genji.* Written by a woman in service to the imperial court in the early eleventh century, *Genji* is rich in details concerning Japan's aristocratic culture at its zenith. We will read all 54 chapters of *Genji* in translation at a fairly leisurely pace, taking regular detours to examine works of criticism, theater, and cinema created in response to this touchstone of sophisticated prose fiction. Theoretical analysis will be integrated with readings on topics ranging from gender and feminist theory to the relevance of the term "novel" in describing a work of fiction written nearly a millennium ago in classical Japanese. The course seeks to provide students with an appreciation for *Genji* as a masterpiece of Japanese fiction and of world literature.

Omitted 2005-06. Professor Caddeau.

28. The Dao of Sex: Sexuality in China, Past and Present. (C) (Also Women's and Gender Studies 05.) This survey course will focus on sexual culture in China, from pre-Qin times to the present. Using various sources such as ancient medical texts, Daoist manuals, court poetry and Confucian classics, paintings and illustrated books, movies and documentaries, as well as modern and pre-modern fiction written both in the classic and vernacular languages, we will explore notions of sex, sexuality, and desire. Through the lens of cultural history and gender studies, we will try to reconstruct the genealogy of the discourses centered around sex that developed in China, at all levels of society, throughout 5,000 years. Among the topics covered will be sexual yoga, prostitution, pornography, and sex-tourism.

Limited to 25 students. Second semester. Professor Zamperini.

29. Fashion Matters: Clothes, Bodies and Consumption in East Asia. (Also Women's and Gender Studies 13.) This course will focus on both the historical and cultural development of fashion, clothing and consumption in East Asia, with a special focus on China and Japan. Using a variety of sources, from fiction to art, from legal codes to advertisements, we will study both actual garments created and worn in society throughout history, as well as the ways in which they inform the social characterization of class, ethnicity, nationality, and gender attributed to fashion. Among the topics we will analyze in this sense will be hairstyle, foot-binding and, in a deeper sense, bodily practices that inform most fashion-related discourses in East Asia. We will also think through the issue of fashion consumption as an often-contested site of modernity, especially in relationship to the issue of globalization and world-market. Thus we will also include a discussion of international fashion designers, along with analysis of phenomena such as sweatshops.

Limited to 25 students. Second semester. Professor Zamperini.

31. Asian Studies Colloquium. A close study of a focused topic that has broad significance in Asian Studies. Normally to be team-taught by two faculty of the department. The approach will be multidisciplinary; the goal of the course will be to explore a subject of interest in Asian Studies that also has suggestive implications for issues in the humanities and social sciences.

The colloquium for 2005-06 will be "Asian Art, Western Eyes" The colloquium will address the problem of how one sees and understands the art of cultures other than one's own. Through analysis of the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication, the colloquium will pursue a detailed study of works of art, both pre-modern and contemporary, from a variety of cultures in Asia. It will investigate the various systems of symbolic form and cultural practice that have shaped and found expression in art and will analyze the complex structural interrelations between aesthetic and extra-aesthetic levels in cultural communication. The focus will be on case studies from the Japanese, Chinese, Indian and West Asian traditions and will include the Japanese tea ceremony, Northern Song Chinese landscape painting, Hindu sculpture and Islamic architecture and calligraphy. The course will also assess the manner in which Western cultural perceptions and scholarly disciplines have informed and limited understanding of Asian culture through an examination of Orientalist scholarly discourse and the visual representation of Asia in art produced for western audiences.

Limited to 30 students. First semester. Professors Elias and Morse.

34. Race, Empire, and Transnationalism: Chinese Diasporic Communities in the World. (Also History 21 and American Studies 32.) See History 21.

First semester. Professor Chu.

35. Dreamlands: The Universe of Dreams in Chinese Literature. The course will explore the world of dreams in pre-modern, modern and contemporary Chinese literature and culture. Beginning with Daoist and Buddhist sources, and proceeding in a chronological fashion, we will navigate the dreamscapes mapped by traditional oneiromancy, philosophy, poetry, drama, fiction, all the way to contemporary theatrical and cinematic discourse. We will look at the semantic and aesthetic function of dreams in the changing world of Chinese culture, connecting our findings to recent discoveries in the fields of contemporary psychology, psychoanalysis and neuroscience. Where possible, we will also engage in comparison with dream-related practices and traditions in other East Asian contexts, such as Tibet and Japan.

First semester. Professor Zamperini.

36. A History of Love: Chinese Romance in Time. The course will deal with the world of romance in traditional Chinese culture. Following the thematic arrangement found in the seventeenth-century text *Qingshi, A History of Love,* an encyclopedic work about the various forms love can take, we will read and analyze stories, novels, poetry and plays from historical periods trying to piece together a coherent frame of all the discourses circulating about the experience of passion, love and lust from the Tang dynasty up until the early twentieth century. We will engage in comparisons with other East Asian traditions as well as with the Western discourses of romantic and courtly love, with the goal to generate meaningful cross-cultural exchanges.

Admission with consent of the instructor. Limited to 15 students. First semester. Professor Zamperini.

37. From Samurai to Cyborgs: Power and Fantasy in Japanese Fiction. Samurai dominated social and political discourse in Japan for most of the Edo period (1600-1868). As the foundations of samurai authority began to erode, the warlord government imposed increasingly invasive restrictions on personal behavior to quash potential challenges to its authority. Personal behavior and popular entertainment came to be rigidly regulated under the guise of promoting public morals. This course will examine the unique dramatic and literary traditions forged under the intense pressures of samurai rule. In particular, we will use Freud's theory of the "uncanny" to examine ways in which monsters and ghosts were used to give expression to anxieties and dissent among the populace in ways that avoided both censorship and the stigma of moral impropriety. We will also trace the influence of these dramatic and literary traditions in the development of a new form of realism in modern Japanese fiction and animation. All readings in English. Frequent writing and attendance at film screenings required.

Limited to 20 students. Omitted 2005-06. Professor Caddeau.

38. From Edo to Tokyo: Japanese Art from 1600 to the Present. (Also Fine Arts 62.) See Fine Arts 62.

Second semester. Professor Morse.

39. Islamic Ethics. (Also Religion 57.) See Religion 57.

First semester. Professor Elias.

41. Modern Japanese Literature. A survey of major writers and works of Japanese fiction in translation. The course begins with an examination of literary movements such as naturalism and the I-novel. Our study of these early experiments with literary style will lead to a comprehensive analysis of ways in which personal experience, self-discovery, and confession were used to redefine and expand the boundaries of fictional narrative in Japan during the twentieth century. Readings address the impact of the West; the influence of anxiety in shaping literary development; the concerns of post-war and post-modern generations; and the reception of English-language fiction by ethnic Japanese authors in the West. Authors covered include Ôgai, Sôseki, Ichiyô, Tanizaki, Kawabata, Dazai, Mishima, Ôe, Murakami, and Ishiguro. Reading and discussion in English.

Omitted 2005-06. Professor Caddeau.

42. The Supernatural in Japanese Fiction, Film and Animation. This course begins by examining the role of the supernatural in Buddhist tales, popular legends, and lyric poetry from early Japan. We will then explore the supernatural as it appears in the literary and visual arts of the Edo period (1600-1868) and make our way to contemporary fiction, film, and animation. Major themes and topics of discussion include realism and fantasy; tradition and modernity; war, peace and innocence; and violence and the gothic. Readings include works by Akinari, Kyoka, Ogai, Soseki, Tanizaki, Ôe, and Murakami. Screenings include films directed by Ozu, Mizoguchi, Kurosawa, Honda, Masumura, Teshigahara, Miyazaki, Takahata, and Oshii. Attendance at weekly film screenings, in addition to scheduled class time, is expected.

Limited to 30 students. Omitted 2005-06. Professor Caddeau.

43. Arts of China. (Also Fine Arts 47.) See Fine Arts 47.

Omitted 2005-06. Professor Morse.

44. Approaches to Chinese Painting. (Also Fine Arts 61.) See Fine Arts 61.

Second semester. Professor Morse.

46. Modern China. (Also History 16.) See History 16.

Second semester. Professor Dennerline.

47. Modern Japan. (Also History 18.) See History 18.

Second semester. Professor Maxey.

48. The Modern Middle East: 1800 to Present. (Also History 20.) See History 20.

Second semester. Professor Ringer.

49. China in the World, 1895-1919. (Also History 57.) See History 57.

First semester. Professor Dennerline.

50. Religion and Society in Greater China. (Also History 58.) See History 58.

Second semester. Professor Dennerline.

51. Topics in Tokugawa Japan. (Also History 59.) See History 59.

Second semester. Professor Maxey.

53. Seminar in World Music: The Musics of India. (Also Music 25.) See Music 25.

Second semester. Professor Reck.

55. Early Islam: Construction of an Historical Tradition. (Also History 60.) See History 60.

First semester. Professor Ringer.

56. Sufism. (Also Religion 53.) See Religion 53.

Limited to 15 students. Second semester. Professor Elias.

58. Buddhist Ethics. (Also Religion 27.) See Religion 27.

Omitted 2005-06. Professor Heim.

60. Religion and Society in the South Asian World. (Also Anthropology 34.) See Anthropology 34.

Omitted 2005-06. Professor Babb.

61. Sacred Images and Sacred Space: The Visual Culture of Religion in Japan. (Also Fine Arts 66.) See Fine Arts 66.

Omitted 2005-06. Professor Morse.

62. The History and Memory of Japan's War. (Also History 90.) See History 90.

First semester. Professor Maxey.

63. Women in the Middle East. (WA) (Also History 62 and Women's and Gender Studies 62.) See History 62.
Omitted 2005-06. Professor Ringer.

64. Seminar on Middle Eastern History: Modern Turkey, Modern Iran. (Also History 93.) See History 93.
Second semester. Professor Ringer.

65. Chinese Literary Traditions. (C) This survey course introduces the history, themes, and forms of Chinese literature of the pre-modern period, from its beginnings up until the Yuan dynasty. One of our main goals will be to understand the space and the role of reading and writing practices within traditional Chinese society. We will read in English translation the most representative and influential texts of the literary heritage of this period including the earliest Chinese literary works such as the *Classic of Poetry, Lyrics of Chu,* and *Historical Records;* the poetry of Du Fu, Li Bai and Wang Wei; the song lyrics by Su Shi and Li Qingzhao; fiction such as *The Story of Li Wa* and *Huo Xiaoy;* and dramatic romances such as the *Story of the Western Wing* and *Rescuing One of the Girls.*

In addition to literary texts, representative works in Chinese theories of literature will be incorporated in the course, along with recent scholarship produced in the field of pre-modern Chinese literature and relevant theoretical works.
Omitted 2005-06. Professor Zamperini.

66. The Dream of the Stone. (C) This course will be devoted to reading the English translation of the eighteenth-century novel *Hongloumeng (The Dream of the Red Chamber)* by Cao Xueqin. As we read through the novel together, retracing the dream of the stone and uncovering its richness and complexity, we will in turn address issues such as the place of the novel in traditional Chinese literature, material culture and fashion, class and discrimination, health and disease, masculinity and its discontents. In addition to the primary source, representative theoretical work in the field of pre-modern Chinese literature will be incorporated as much as possible.
Omitted 2005-06. Professor Zamperini.

67. Flowers in the Mirror: Writing Women in Chinese Literature. (C) (Also Women's and Gender Studies 69.) This course will look at texts written by and about women during the course of Chinese literature, from the early period all the way to the present. Thus we will deal with a variety of sources, from poetry to drama, from novels and short stories to movies. We will address the issue of women's representation and self-portrayals, and the complex dynamics involved in the relationship between women as objects of writing and women as writing subjects. In particular, we will try to detect the presence (or the absence) of a "woman's voice" in various historical periods, trying also to understand how it related to the presence of a male voice.

We will also analyze writing and reading practices and their relationship to issues of gender, sexuality, social class, and material culture. In addition to literary texts, representative theoretical work in the field of pre-modern, modern and contemporary Chinese literature will also be incorporated in the course.
Omitted 2005-06. Professor Zamperini.

68. Biographies in Buddhist Literature. (SA) (Also Religion 29.) See Religion 29.
Omitted 2005-06.

69. Theravada Buddhism. (SA) (Also Religion 26.) See Religion 26.
Omitted 2005-06. Professor Heim.

77, 78. Senior Departmental Honors.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Members of the Department.

Arabic

First- and second-year Arabic are offered as part of the Five College Near Eastern Studies Program. When omitted at Amherst, these courses are offered at the University of Massachusetts and one of the other college campuses. Arabic 01 is numbered 126 and Arabic 02 is numbered 146 and are offered at the University of Massachusetts. Third-year Arabic courses are also offered there as Arabic 326 and 426. Advanced Arabic courses are taught by special arrangement with faculty members in the department. For more information, contact Five College Arabic Program Director Tayeb El-Hibri. See also Five College Courses by Five College Faculty in this Catalog.

01. First-Year Arabic I. This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary.

First semester. Omitted at Amherst College 2005-06. (To be offered at the University of Massachusetts as Arabic 126.)

02. First-Year Arabic II. A continuation of Arabic 01.

Requisite: Arabic 01 or equivalent. Second semester. Omitted at Amherst College 2005-06. (To be offered at the University of Massachusetts as Arabic 146.)

03. Second-Year Arabic I. This course expands the scope of the communicative approach, as new grammatical points are introduced (irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is placed on reading and writing short passages and personal notes. This second-year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and making substantial use of the language.

Requisite: Arabic 02 or equivalent. First semester. Omitted at Amherst College 2005-06. (To be offered at the University of Massachusetts as Arabic 226.)

04. Second-Year Arabic II. Continued conversations at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills.

Requisite: Arabic 03 or equivalent or consent of the instructor. Second semester. Omitted at Amherst College 2005-06. (To be offered at the University of Massachusetts as Arabic 246.)

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Five College Teachers of Arabic.

Chinese

01. First-Year Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three class meetings per week are supplemented by two drill sessions and individual work in the media center. A placement test will be given before class begins.

First semester. Lecturers Shen and Teng.

02. First-Year Chinese II. A continuation of Chinese 01. By the end of the course, students are expected to master basic Chinese grammar points and sentence patterns. Three class meetings per week are supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 01 or equivalent. Second semester. Lecturers Shen and Teng.

03. Second-Year Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 02 or equivalent. First semester. Lecturer Shen.

04. Second-Year Chinese II. A continuation of Chinese 03. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 03 or equivalent. Second semester. Lecturer Shen.

05. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 04 or equivalent. First semester. Lecturer Shen.

06. Third-Year Chinese II. A continuation of Chinese 05. Developments of the basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 05 or equivalent. Second semester. Lecturer Shen.

07. Fourth-Year Chinese I. In addition to the continued development of linguistic skills, particularly in speaking and writing, this course will introduce the advanced students of Chinese to a list of authentic texts that includes different genres and styles. Classes, primarily conducted in Chinese, meet twice a week.

Requisite: Chinese 06 or equivalent. First semester. Lecturer Teng.

08. Fourth-Year Chinese II. Continuation of Chinese 07. Original texts, both literary and nonliterary, will be introduced to students to strengthen their mastery and appreciation of the Chinese language. Two class meetings per week.

Requisite: Chinese 07 or equivalent. Second semester. Lecturer Teng.

10. The Art of Translation/Interpretation. Translation/interpretation is, in our new intellectual landscape, viewed as socio-cultural transmission. It is also an indispensable component in second language acquisition. With an emphasis on the socio-cultural aspects of language, the course is designed to help advanced students to master the ability of translating/interpreting from the home language to the target language and vice versa, in this case, English and Chinese. Students will be trained to appreciate and critique samples of translations by seasoned translators and will be required to complete translation/interpretation assignments, based on English and Chinese materials selected from literary works, political essays and speeches, etc. The assignments, including the final project, are to a great extent individualized, according to the students' needs and in consultation with the instructor.

Requisite: Chinese 07 or equivalent. Omitted 2005-06.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. Members of the Department.

Japanese

01. Introduction to the Japanese Language. This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (*Kanji*). The course will also introduce the notion of "cultural appropriateness for expressions," and will provide practice and evaluations for all four necessary skills—speaking, listening, reading, and writing. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

First and second semesters. Professor Tawa and Assistant.

02. Building Survival Skills in Japanese. This course is a continuation of Japanese 01. The course will emphasize active learning by each student in the class by means of the materials in the course website and individualized or small group discussions with the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading, and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, a few hundred new characters (*Kanji*) will be added by reading and writing longer passages. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 01 or equivalent. Second semester. Professor Tawa and Assistant.

03. Review and Progress in Japanese. This course is designed for students who have already begun studying Japanese in high school, other schools, or at home before coming to Amherst, but have not finished learning basic Japanese structures or acquired a substantial number of characters (*Kanji*). This course is also for individuals whose proficiency levels of the four skills (speaking, listening, reading, and writing) are uneven to a noticeable degree. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Some Japanese instruction at high school, home, or college. First semester. Professor Tawa and Assistant.

04. Beyond Basic Japanese. This course is a continuation of Japanese 03. The course will emphasize active learning from each student in the class by the use of the materials on the course website and individual or small group discussions with the instructor. By the end of this course, students are expected to be able to use basic Japanese structures with a substantial vocabulary and to have attained post-elementary speaking, listening, reading, and writing proficiency levels. As for literacy, a few hundred new characters (*Kanji*) will be added by reading and writing longer passages. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 03 or equivalent. Second semester. Professor Tawa and Assistant.

05. Communicating in Sophisticated Japanese. This course is designed for students who have completed the acquisition of basic structures of Japanese and have learned a substantial number of characters (*Kanji*) and are comfortable using them spontaneously. The course will emphasize the development of all four skills (speaking, listening, reading, and writing) at a more complex, multi-paragraph level. For example, students will be trained to speak more spontaneously and with cultural appropriateness in given situations using concrete as well as abstract expressions on a sustained level of conversation. As for literacy, students will be given practice reading and writing using several hundred characters (*Kanji*). Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 02, Japanese 04, or equivalent. First semester. Senior Lecturer Miyama and Assistant.

06. Experience with Authentic Japanese Materials. This course is a continuation of Japanese 05. The course will provide sufficient practice of reading authentic texts and viewing films to prepare for the next level, Japanese 11, in which various genres of reading and films will be introduced. Throughout the course, the development of more fluent speech and stronger literacy will be emphasized by studying more complex and idiomatic expressions. Acquisition of an additional few hundred characters (*Kanji*) will be part of the course. The class will be conducted mostly in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 05 or equivalent. Second semester. Senior Lecturer Miyama and Assistant.

11. Introduction to Different Genres of Japanese Writing and Film. This course will introduce different genres of writing: short novels, essays, newspaper and magazine articles, poems, expository prose, scientific writings, and others. Various genres of films will also be introduced. Development of higher speaking and writing proficiency levels will be focused upon as well. The class will be conducted entirely in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 06 or equivalent. First semester. Lecturer Kayama.

12. Moving From "Learning to Read" to "Reading to Learn" in Japanese. This course will be a continuation of Japanese 11. Various genres of writing and film, of longer and increased difficulty levels, will be used to develop a high proficiency level of reading, writing, speaking, and listening throughout the semester. At this level, the students should gradually be moving from "learning to read" to "reading to learn." This important progression will be guided carefully by the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Students will be required to practice with the materials that are on the course website at the college. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 11 or equivalent. Second semester. Lecturer Kayama.

13. Introduction to Thematic Reading and Writing. This course is designed for the advanced students of Japanese who are interested in readings and writings on topics that are relevant to their interests. Each student will learn how to search for the relevant material, read it, and summarize it in writing in a technical manner. The course will also focus on the development of a high level of speaking proficiency. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 12 or equivalent. First semester. Senior Lecturer Miyama.

14. Thematic Reading and Writing. This course is a continuation of Japanese 13. In addition to learning how to search for the relevant material, read it with comprehension, and produce a high level of writing, the students will learn to conduct a small research project in this semester. The course will also focus on the development of a high level of speaking proficiency through discussions with classmates and the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 13 or equivalent. Second semester. Senior Lecturer Miyama.

15. Introduction to Great Books and Films in the Original. This course is designed for students who possess a high proficiency level of speaking but need training in cover-to-cover book reading or film comprehension. Class materials will be selected from well-known books and films. Writing assignments will be given to develop critical and creative writing skills in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 14 or equivalent. First semester. Lecturer Kayama.

16. Great Books and Films in the Original. This course is a continuation of Japanese 15. The course is designed for students who possess a high proficiency level of speaking but need training in cover-to-cover reading or film comprehension. Class materials will be selected from well-known books and films. Writing assignments will be given to develop critical and creative writing skills in Japanese. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group evaluations per week are normally required throughout the semester.

Requisite: Japanese 15 or equivalent. Second semester. Lecturer Kayama.

97, 97H, 98, 98H. Special Topics.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Dennis, Edwards, Greenstein, Irvine, Kwan, Schloerb, Schneider, Snell (Chair), Weinberg, and Young; Associate Professors Katz, Mo, Wang, and Yun; Assistant Professors Lowenthal, Tripp, and Wilson; Research Professor Erickson; Research Associate Professor Heyer; Research Assistant Professors Kanbur and Narayanan; Teaching Fellows Hamilton, Phillips, and Stage; Lecturer Burbine.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership between Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 9, for the fall semester and Wednesday, January 26, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are two Astronomy courses at the 20-level, two Astronomy courses at the 30-level or higher, Physics 23 and 24, and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 23, and some Astronomy during the first year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Three one-hour lectures per week.

Enrollment limited. Admission with consent of the instructor. No student who has taken any upper level math or science course will be admitted. Second semester. Professor Greenstein.

14. Stars and Galaxies. An introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our Galaxy, the interstellar medium, external galaxies, quasars and cosmology.

Second semester. Professor to be named.

20. Astronomy and Public Policy. Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies, and the potential existence of extraterrestrial life. Students will assemble into three teams, two acting as scientists arguing for or against a particular course of action and a third team acting as a congressional subcommittee which must make a policy decision based on the evidence provided, recommending a response and an appropriate level of federal investment. The course bibliography will include primary sources, both from the scientific literature and from congressional records.

Requisites: One semester of calculus and one semester of any physical science. Admission with consent of the instructor. Second semester. Professor Hameed.

23. Planetary Science. (ASTFC) An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. First semester. Professor Irvine.

24. Stellar Astronomy. (ASTFC) This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Second semester. Professor Edwards.

25. Galactic and Extragalactic Astronomy: The Dark Matter Problem. This course explores the currently unsolved mystery of dark matter in the universe using an inquiry-based approach to learning. Working with actual and simulated astronomical data, students will explore this issue both individually and in seminar discussions. The course will culminate in a "conference" in which teams present the results of their work.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Students who have taken the First-Year Seminar "The Unseen Universe" may not take Astronomy 25. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Omitted 2005-06.

26. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Greenstein.

30. Seminar: Topics in Astrophysics. Devoted each year to a particular topic, this course will commence with a few lectures in which a scientific problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation.

The seminar for fall 2005 will focus on Asteroids: Their Observed Properties and Theories at Their Origin. The seminar for spring 2006 will be a hands-on experience with spectroscopic data acquired from planetary atmospheres and surfaces. Four course modules include: (1) theory of planetary spectroscopy, (2) broad band imaging of planetary surfaces, (3) in situ spectroscopy of planetary surfaces, and (4) observations of planetary atmospheres using the FCRAO. Homeworks, labs and two exams.

Requisite: Astronomy 23 and at least three college-level courses in astronomy, physics or geology. First semester: Lecturer Burbine. Second semester: Teaching Fellow Hamilton.

35. Introduction to Astrophysics. How do astronomers determine the nature and extent of the universe? Following the theme of the "cosmic distance ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct determinations of distances in the solar system and to nearby stars. We then move on to spectroscopic distances of more distant stars, star counts and the structure of our Galaxy, Cepheid variables and the distances of other galaxies, the Hubble Law and large-scale structure in the universe, quasars and the Lyman-alpha forest.

Requisites: One Astronomy course at the 20-level or higher and Physics 24. First semester. Professor Wilson.

37. Observational Techniques in Optical and Infrared Astronomy. Offered in alternate years with Astronomy 38. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared regions of the spectrum. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation. Evening laboratories to be arranged.

Requisite: Two courses of Physics and either Astronomy 24, 30, 35 or 51. Not open to first-year students. Omitted 2005-06.

38. Techniques of Radio Astronomy. (ASTFC) Offered in alternate years with Astronomy 37. Introduction to the equipment and techniques of radio Astronomy. With lab. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects.

Requisite: Physics 24, Mathematics 11 and some familiarity with Astronomy. Not open to first-year students. Second semester. Professor Snell.

51. Astrophysics I: Stars and Stellar Evolution. Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; the hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars and black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries.

Requisite: Four semesters of Physics. Second semester. Professor Kwan.

52. Astrophysics II: Galaxies. (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes.

Requisite: Four semesters of Physics. Omitted 2005-06.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to seniors. First and second semesters. The Department.

77, 78. Senior Departmental Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors S. George†, Goldsby (Simpson Lecturer), Poccia, Ratner, Williamson, and Zimmerman‡; Associate Professors Goutte and Temeles (Chair); Assistant Professors Clotfelter* and Miller.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

Courses for Non-Major Students. Biology 08 and 14 each focus on a particular topic within biology, and are specifically intended for students who do not major in biology. These courses will not normally count towards the Biology major, and do not meet the admission requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 23);
3. Five additional courses in biology, except for Special Topics and Biology 08 and 14, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These courses are Biology 22, 24, 25, 29, 30, 32, 35, and 39. Second, the five courses must include at least one course in each of the following three areas:
    (a) Molecular and cellular mechanisms of life processes: Molecular Genetics (Biology 25), Cell Structure and Function (Biology 29), Biochemistry (Biology 30), Structural Biology (Biology 37);

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*On leave 2005-06.

†On leave first semester 2005-06.

‡On leave second semester 2005-06.

(b) Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Genetic Analysis of Biological Processes (Biology 24), Animal Physiology (Biology 26), Immunology (Biology 33), Neurobiology (Biology 35);

(c) Evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 39).

All Biology majors will take a Senior Comprehensive Examination administered by the Department. All majors are strongly encouraged to attend Departmental seminars; attendance is required for senior majors.

Most students should begin with Biology 18 in the spring semester of their first year. Students may choose to place out of either Biology 18 or Biology 19 by providing the Departmental Chair with written documentation of a Biology Advanced Placement grade of 5. A student exempted from Biology 18 and/or Biology 19 must substitute an upper-level course for each exemption. Students exempted from Biology 18 must substitute an upper-division course from 3 (c) above, whereas students exempted from Biology 19 must substitute an upper-division course from category 3 (a) above.

Chemistry 11 and/or Chemistry 12 are requisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their first year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are requisites for Biology 30 and that prior completion of Physics 17 or 24 is recommended for Biology 35.

Departmental Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Honors candidates take Biology 77 and 78D in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical Students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses in Biology. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements.

08. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. Three classroom hours per week.

Limited to 50 students. This course is for non-majors. Students majoring in Biology, Chemistry, or Psychology will be admitted only with consent of the instructor. Second semester. Professor Goldsby.

14. The Evolution of Human Nature. Recent extensions of the theory of natural selection provide a unified explanatory framework for understanding the evolution of human social behavior and culture. After consideration of the relevant principles of genetics, population biology, developmental biology and animal behavior, the social evolution of animals—especially that of our nearest relatives, the apes—will be discussed and illustrated. With this background, many aspects of human social, psychological and cultural evolution will be considered: the instinct to create and acquire language; aggression and cooperation within and between the sexes; the human mating system; the origin of patriarchy; systems of kinship and inheritance; incest avoidance; rape; reciprocity and exchange; conflict between parents and offspring; homicide; warfare; moral emotions; deceit and self deception; the evolution of laws and justice; and the production and appreciation of art and literature. Three hours of lecture and films per week, and several guest speakers.

First semester. Professor Zimmerman.

18. Adaptation and the Organism. An introduction to evolutionary theory, and how evolutionary theory can be used to study the diversity of life. Following an exploration of the core components of evolutionary theory (such as natural selection, sexual selection, and kin selection), we'll examine how evolutionary processes have shaped morphological, anatomical, physiological, and behavioral adaptations in organisms to solve many of life's problems, ranging from how to maintain salt and water balance to how to attract and locate mates to how to schedule reproduction throughout a lifetime. We'll start with a familiar organism—ourselves—and then relate and compare adaptations of humans to those of their nearest (vertebrate) and not-so-nearest (bacteria and plants) relatives, examining how and why these organisms have arrived at similar or different solutions to life's problems. Laboratories will complement lectures and will involve field experiments on natural selection and laboratory studies of vertebrates, invertebrates, bacteria, and plants. Four classroom hours and three laboratory hours per week.

Second semester. Professors Miller and Temeles.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and three laboratory hours per week.

Requisite: Prior completion of, or concurrent registration in, Chemistry 12, or consent of the instructor. First semester. Professors Goutte and Poccia.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities, and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosytems, and the effects of humans and other organisms on population, community, and global stability. Three hours of lecture per week.

Requisite: Biology 18 or consent of the instructor. Not open to first-year students. Omitted 2005-06. Professor Temeles.

24. Genetic Analysis of Biological Processes. This course will explore the application of genetic analysis towards understanding complex biological systems. Scientists often turn to the study of genes and mutations when trying to decipher the mechanisms underlying such diverse processes as the making of an embryo, the response of cells to their environment, or the defect in a heritable disease. By reading papers from the research literature, we will study in detail some of the genetic approaches that have been taken to analyze certain molecular systems. We will learn from these examples how to use genetic analysis to formulate models that explain the molecular function of a gene product. The laboratory portion of this course will include discussions of the experimental approaches presented in the literature. Students will apply these approaches to their own laboratory projects. Three hours of lecture and three hours of laboratory per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. Second semester. Professor Goutte.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Both prokaryotic and eukaryotic systems will be analyzed, with an emphasis upon the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. First semester. Professor Ratner.

28. Experimental Design and Data Analysis in the Life Sciences (Biostatistics). Organisms—even members of the same species—differ from one another in many ways, as do other things biologists study, such as cells within an organism and replicates of biochemical preparations. This course is about how to describe differences quantitatively, and how to formulate and test hypotheses about differences. For example, how likely is it that an observed difference between an experimental and a control group would arise by chance because of variability in the population being studied even if there were no effect of the experiment? The course will include study of the principles behind parametric and non-parametric methods of data analysis, practice in using these methods, and discussion of examples from the life sciences literature of successes and failures in the design of experiments and the use of statistics.

Omitted 2005-06. Professor George.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Four classroom hours and three hours of laboratory per week.

Requisites: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Second semester. Professor Williamson.

30. Biochemistry. (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain consent of the instructor. Second semester. Professors Ratner and O'Hara.

32. Evolutionary Biology. An introduction to the field of evolutionary biology. Lectures concern the evidence for evolution and the development of evolutionary theory. Emphasis is placed on microevolutionary mechanisms of change, large-scale macroevolutionary patterns, and major innovations in the history of life. Readings assigned from the primary literature will focus on experimental studies of evolution and will be followed by student presentations and discussion. Laboratories will offer hands-on experience with evolutionary processes including characterization of genetic structure in natural populations, selection, reproductive isolating mechanisms, and the evolution of insecticide resistance. Four hours of lecture per week and three hours laboratory work per week.

Requisites: Biology 18 and 19. Not open to first-year students. Limited to 24 students. First semester. Professor Miller.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Three classroom hours per week.

Requisites: Biology 19, and Biology 25 or 29 or 30 or consent of the instructor. Limited to 30 students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Three classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or 19, Chemistry 11; Physics 17 or 24 is recommended. Limited to 24 students. Second semester. Professor George.

37. Structural Biology. This course will concentrate on the structure of proteins at the atomic level. It will include an introduction to methods of structure determination, to databases of structural information, and to publicly available visualization software. These tools will be used to study some class of specific structures (such as membrane, nucleic acid binding, regulatory, structural, or metabolic proteins). These proteins will provide the framework for discussion of such concepts as domains, motifs, molecular motion, structural homology, etc., as well as addressing how specific biological problems are solved at the atomic level. Four hours per week.

Requisites: Biology 19 and Chemistry 12. Chemistry 21 would be helpful but is not required. Limited to 20 students. First semester. Professor Williamson.

39. Animal Behavior. Shaped by millions of years of natural and sexual selection, animals have evolved myriad abilities to respond to their biotic and abiotic environment. This course examines animal behavior from both a mechanistic and a functional perspective. Drawing upon examples from a diverse range of taxa, we will discuss topics such as sensory ecology, behavioral genetics, behavioral endocrinology, behavioral ecology and sociobiology. Three classroom hours and four laboratory hours per week.

Requisite: Biology 18 or consent of the instructor. Not open to first-year students. Limited to 30 students. Omitted 2005-06. Professor Clotfelter.

43. Seminar in Evolution. Evolutionary approaches to explaining structure and function at different levels of biological organization. For 2005 the general topic will be the evolutionary genetics and molecular mechanisms of conflict between parents and offspring, between males and females, and between different genetic elements within the same cell or within the same genome. Three hours per week.

Requisites: Biology 18 and 19 and either Biology 23, 32 or 39, or consent of the instructor. Limited to 15 students. First semester. Professor Zimmerman.

45. Seminar in Behavioral Ecology. This course explores the relationship between an animal's behavior and its social and ecological context. The topic for 2005 is the evolution of sexual dimorphism in animals. Sexual dimorphism is widespread in animals, yet its causes remain controversial and have generated much debate. In this seminar we examine a variety of sexual dimorphisms in different groups of animals and consider hypotheses for how these sexual dimorphisms may have evolved. We then consider how such hypotheses are tested in an attempt to identify the best approaches to studying the evolution of sexual dimorphisms. Then we look at evidence that either supports or refutes various hypothesized mechanisms for the evolution of sexual dimorphisms in different animal groups. Finally, we consider whether some mechanisms for the evolution of sexual dimorphism are more common among certain kinds of organisms (predators) than others (herbivores). Three hours per week.

Requisite: Biology 18, 23, 32 or consent of the instructor. Not open to first-year students. Limited to 15 students. First semester. Professor Temeles.

57. Seminar in Developmental Genetics. Cloning and assisted reproduction. Considerable popular interest in cloning of mammalian embryos and in various forms of assisted reproduction has developed recently, in particular from press releases or political pronouncements, often accompanied by much misunderstanding and sensationalism. We will examine several topics such as stem cell research, therapeutic and reproductive cloning, nuclear reprogramming, successes and failures of current technology, ethical issues, and techniques to increase human fertility such as *in vitro* fertilization and hormonal therapy. Emphasis is on readings from current literature and student presentations. Three classroom hours per week.

Requisite: Biology 22, 24, 25 or 29. Limited to 15 students. First semester. Professor Poccia.

77, 78D. Senior Departmental Honors. Honors students take three courses of thesis research, usually, but not always, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent reading or research courses. Half or full course as arranged. Does not normally count toward the major.

First and second semesters.

RELATED COURSES

Introduction to Neuroscience. See Neuroscience 26.

Second semester. Professors George and Turgeon.

Fisheries. See Pick Colloquium 05.

First semester. Professor Temeles.

Sustainable Agriculture and Human Populations. See Pick Colloquium 07.

Not open to first-year students. Limited to 14 students. Second semester. Professor Temeles.

Invasive Species. See Pick Colloquium 08.

Not open to first-year students. Limited to 14 students. Omitted 2005-06. Professors Clotfelter, Miller, and Temeles.

BLACK STUDIES

Professors Abiodun (Chair), Cobham-Sander, Rushing, and Wills; Assistant Professors Ferguson and Moss; Visiting Lecturers Dessen and Kelly.

Affiliated Faculty: Professors Aries, Basu, Goheen, Hewitt, Lembo, Mehta, Peterson, and Redding; Associate Professors Hart, Rivkin, and Saxton; Assistant Professors Basler, Hussain, Mukasa, and Parham; Visiting Assistant Professor Delaney.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. The major in Black Studies consists of eight courses: three core courses, three distribution courses, and two electives. The three core courses are Black Studies 11 (normally taken by the end of the sophomore year), Black Studies 12 (normally taken by the end of the sophomore year), and Black Studies 64 (normally taken in the junior year). The three-course distribution consists of one course in three of four geographic areas: Africa; the United States; Latin America and the Caribbean; and Africa and its Diaspora. The student may choose the two electives from the Department's offerings, from cross-listed courses, or from other courses at the Five Colleges. After completing Black Studies 64, all majors will submit a 15-20 page research paper to fulfill the comprehensive requirement.

Departmental Honors Program. All candidates for honors must write a senior thesis. The departmental recommendation for Latin honors will be determined by the student's level of performance on her/his thesis.

Key for required core and distribution requirements for the major: R (Required); A (Africa); US (United States); CLA (Caribbean/Latin America); D (Africa and its Diaspora).

11. Introduction to Black Studies. (R) This interdisciplinary introduction to Black Studies combines the teaching of foundational texts in the field with instruction in reading and writing. The first half of the course employs *How to Read a Book* by Mortimer Adler and Charles Van Doren as a guide to the careful reading of books focusing on the slave trade and its effects in Africa, the Caribbean, and the United States. Important readings in this part of the course include *Black Odyssey* by Nathan Huggins, *Racism: A Short History* by George Frederickson, and *The Black Jacobins* by C. L. R. James. The second half of the course addresses important themes from the turn of the twentieth century to the present. Beginning with *The Souls of Black Folk* by W. E. B. Du Bois, it proceeds through a range of seminal texts, including *The Wretched of the Earth* by Franz Fanon and *The Fire Next Time* by James Baldwin. This part of the course utilizes *Revising Prose* by Richard Lanham to extend the lesson in reading from the first half of the semester into an exploration of precision and style in writing. Computer exercises based on *Revising Prose* and three short essays—one on a single book, another comparing two books, and the last on a major theme in the course—provide the main opportunity to apply and reinforce skills in reading and writing learned throughout the semester. After taking this course, students at all levels of preparation should emerge not only with a good foundation for advancement in Black Studies but also with a useful set of guidelines for further achievement in the humanities and the social sciences.

Second semester. The Department.

12. Critical Debates in Black Studies. (R) In this course students will focus closely on major debates that have animated the field of Black Studies, addressing a wide range of issues from the slave trade to the present. Each week will focus on specific questions such as: What came first, racism or slavery? Is African art primitive? Did Europe underdevelop Africa? Is there Caribbean History or just history in the Caribbean? Should Black Studies exist? Is there a black American culture? Is Affirmative Action necessary? Was the Civil Rights Movement a product of government action or grass roots pressure? Is the underclass problem a matter of structure or agency? The opposing viewpoints around such questions will provide the main focus of the reading assignments, which will average two or three articles per week. In the first four weeks, students will learn a methodology for analyzing, contextualizing, and making arguments that they will apply in developing their own positions in the specific controversies that will make up the rest of the course.

Limited to 25 students. First semester. Professor Ferguson.

16. Poverty and Inequality. (US) (Also Economics 23.) See Economics 23.
Omitted 2005-06. Professor Rivkin.

18. The Changing Images of Blacks in Film. (US) (Also Theater and Dance 27.) See Theater and Dance 27.
Second semester. Professor Mukasa.

19. Reading Gender, Reading Race. (US) (Also Women's and Gender Studies 01.) See Women's and Gender Studies 01.
Omitted 2005-06.

20. African Cultures and Societies. (A) (Also Anthropology 26.) See Anthropology 26.
Second semester. Professor Goheen.

22. Literature in French Outside Europe: Introduction to Francophone Literature. (D) (Also French 53.) See French 53.
Omitted 2005-06.

23. Short Stories from the Black World. (D) This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, and Opal Adisa Palmer.
Second semester. Professor Rushing.

24. Representations of Black Women in Black Literature. (D) This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, Paule Marshall, Ama Ata Aidoo, and T. Obinkaram Echewa.
Omitted 2005-06. Professor Rushing.

26. African American Autobiographies: A Survey. (US) (Also English 70.) Autobiographies are the core of a written African-American literature that began with slave narratives. We will read works by Frederick Douglass and Harriet Jacobs, including such later classics as Richard Wright's *Black Boy, The Autobiography of Ida B. Wells*, and *The Autobiography of Malcolm X*. We will also study more recent works such as John Edgar Wideman's *Fatheralong* and Audre Lorde's *Zami*. Independent projects will focus on changing modes of autobiographical writing and critical perspectives on the genre.

Recommended requisite: A first course in English and/or Black Studies 11. First semester. Professor Rushing.

27. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. (D) Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist

Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica); Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria); and Nafissatou Diallo (Senegal).

Omitted 2005-06. Professor Rushing.

28. Religion in the Atlantic World, 1441-1600. (D) (Also Religion 58.) See Religion 58.

Second semester. Professor Wills.

29. Childhood in African and Caribbean Literature. (A/CLA) (Also English 55.) See English 55.

Open to first-year students with consent of the instructor. First semester. Professor Cobham-Sander.

31. Caribbean Literature: Home and Away. (CLA) (Also English 65.) See English 65.

Omitted 2005-06. Professor Rushing.

34. Contemporary Race and Ethnicity. (US) (Also Sociology 23.) See Sociology 23.

Omitted 2005-06. Professor Basler.

35. Race and Races in American Studies. (US) (Also American Studies 68 and Sociology 38.) See American Studies 68.

Second semester. Professor Basler.

36. African American Oral Traditions. (US) In sub-Saharan Africa and many places in its American diaspora, the spoken, rather than the written, is the word of power. This course examines the continuing connections between African American oral forms—like children's games, folk tales, work songs, ballads, spirituals, sermons, proverbs, the blues, signifying, scatting, storytelling and "lyin"—and written literature which incorporates and builds on them. We will read such texts as Gayl Jones's *The Healing*, James Weldon Johnson's *God's Trombones*, James Alan McPherson's *Elbow Room*, Toni Cade Bambara's *The Salt Eaters*, John Edgar Wideman's *Brothers and Keepers*, Paule Marshall's *Praisesong for the Widow*, and Brenda Marie Osbey's *All Saints: New and Selected Poems*.

Omitted 2005-06. Professor Rushing.

37. Caribbean Poetry: The Anglophone Tradition. (CLA) (Also English 99.) See English 99.

Omitted 2005-06. Professor Cobham-Sander.

38. Foundations of African American Literature. (US) (Also English 01, section 06.) See English 01, section 06.

First semester. Professor Parham.

39. Studies in African American Literature. (US) (Also English 66.) See English 66.

Omitted 2005-06.

40. "Past the Last Post": New African Writing. (A) (Also English 67.) See English 67. To be taught in 2005-06 as English 75, section 04.

Second semester. Professor Rushing.

42. Myth, Ritual and Iconography in West Africa. (A) Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Professor Abiodun.

43. Visual Arts and Orature in Africa. (A) In the traditionally non-literate societies of Africa, verbal and visual arts constitute two systems of communication. The performance of verbal art and the display of visual art are governed by social and cultural rules. We will examine the epistemological process of understanding cultural symbols, of visualizing narratives, or proverbs, and of verbalizing sculptures or designs. Focusing on the Yoruba people of West Africa, the course will attempt to interpret the language of their verbal and visual arts and their interrelations in terms of cultural cosmologies, artistic performances, and historical changes in perception and meaning. We will explore new perspectives in the critical analysis of African verbal and visual arts, and their interdependence as they support each other through mutual references and allusions.

First semester. Professor Abiodun.

44. Issues of Gender in African Literature. (A) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to first-year students. Limited to 25 students. Omitted 2005-06. Professor Cobham-Sander.

45. African Art and the Diaspora. (D) (Also Fine Arts 70.) See Fine Arts 70.
First semester. Professor Abiodun.

46. Survey of African Art. (A) (Also Fine Arts 49.) See Fine Arts 49.
Second semester. Professor Abiodun.

47. Colonial and Post-Colonial Africa. (A) (Also History 22.) See History 22.
Omitted 2005-06. Professor Redding.

48. State and Society in Africa Before the European Conquest. (A) (Also History 63.) See History 63.
First semester. Professor Redding.

49. Introduction to South African History. (A) (Also History 64.) See History 64.
Omitted 2005-06. Professor Redding.

50. Topics in African History: Riot and Rebellion in Colonial and Post-Colonial Africa. (A) (Also History 92.) See History 92.
First semester. Professor Redding.

51. Religion in Black America: The Twentieth Century. (US) (Also Religion 61.) See Religion 61.

Omitted 2005-06. Professor Wills.

52. Social Psychology of Race. (US) (Also Psychology 44.) See Psychology 44.

First semester. Professor Hart.

53. The Birth and Growth of Bebop, 1938-1950. (US) This course will examine the seeds of Bebop, from the Swing transition bands and soloists of the late 1930s through the major players of Bebop and the changes they made to the music and the culture. Major figures who will be studied closely include Coleman Hawkins, Lester Young, Dizzy Gillespie, Charlie Parker, Thelonius Monk, Bud Powell, Art Tatum, and Dexter Gordon. Attempts will be made to represent each jazz instrument and its transition from Swing to Bebop, and we will study both the small group approach chosen by Bebop musicians as well as attempts to bring Bebop into the larger ensemble. Additionally, the course will address the many social, economic, and racial factors that were important to the development of Bebop. Literary works of Langston Hughes, Ralph Ellison, Amiri Baraka, Albert Murray and the Beat Poets will also be examined.

Limited to 20 students. Some knowledge of musical terminology helpful but not required. Preference given to Black Studies majors, Music majors, and upperclassmen. Second semester. Lecturer Diehl.

54. Black Music/Black Poetry. (US) (Also English 15.) Music is the central art form in African American culture. This course will juxtapose the poetry of the Harlem Renaissance of the 1920s and the poetry of the Black Arts Movement of the 1960s and 1970s as seen through the prism of the myriad ways music makes its way into poetry: poetry about musicians, poetry based on musical forms, and poetry that uses musical genres such as the spiritual, gospel music, blues, R&B, and jazz. We will consider rhythm, refrain, pitch, tone, timbre, cadence, and call-and-response in addition to paying particular attention to casual, generalized references to music, careful allusions to song titles, quotations from songs, the adaptation of song forms, precise musical notation in the text, the use of language from jazz life, and the poem as "score" or "chart." Among the poets we will read are Gwendolyn Brooks, Sterling Brown, Michael Harper, Langston Hughes, LeRoi Jones/Imanu Amiri Baraka, and Sonia Sánchez.

Preference will be given to students who have taken Black Studies 11, a first course in English, or Black Studies 61: Harlem Renaissance. Limited to 20 students. Omitted 2005-06. Professor Rushing.

55. Women of Color: Witnesses to American History. (US) (Also Women and Gender Studies 40 and History 40.) See Women and Gender Studies 40.

Omitted 2005-06. Professor Saxton.

57. African-American History from the Slave Trade to Reconstruction. (US) (Also History 41.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major topics addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. First semester. Professor Moss.

58. African-American History from Reconstruction to the Present. (US) (Also History 42.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major topics addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Second semester. Professor Moss.

60. The African American Poet as Archeologist. (US) (Also English 56.) See English 56.

First semester. Professor Rushing.

61. Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. (US) The Harlem Renaissance was a product of complex cross-racial experiments by both black and white intellectuals, not only in Harlem, but across the United States and abroad. During the 1920s, H. L. Mencken, Eugene O'Neill, Carl Van Vechten, Franz Boaz and other white thinkers joined such black thinkers as Claude McKay, James Weldon Johnson, Langston Hughes, and George Schuyler who were attempting to exchange older ideas of "blackness as limitation" for a "blackness of possibility." This course provides a broad overview of the Harlem Renaissance by emphasizing the complex transgressive journeys that constituted its central spirit. Readings will include a wide range of literary genres, including poetry, drama, novels, speeches, and histories of the period. Some of the selections include poetry by Langston Hughes and Countee Cullen, *Home to Harlem* by Claude McKay, *Black No More* by George Schuyler, *The New Negro* by Alain Locke, speeches by Marcus Garvey, *The Emperor Jones* and *All God's Chillun' Got Wings* by Eugene O'Neill, *Passing* by Nella Larsen, *Harlem Renaissance* by Nathan Huggins and *Terrible Honesty* by Ann Douglass.

Limited to 30 students. Omitted 2005-06. Professor Ferguson.

62. Exploring Ralph Ellison's *Invisible Man*. (US) Ralph Waldo Ellison wrote *Invisible Man* to confirm the existence of the universal in the particulars of the black American experience. The same can be said of the larger aim of this course. It will provide students with the opportunity to explore the broadest themes of Black Studies through the careful reading of a particular text. Due to its broad range of influence and reference, *Invisible Man* is one of the most appropriate books in the black tradition for this kind of attention. The course will proceed through a series of comparisons with works that influenced the literary style and the philosophical content of the novel. The first part of the course will focus on comparisons to world literature. Readings will include James Joyce, *Portrait of the Artist as a Young Man*; Sigmund Freud, *Totem and Taboo*; and H.G. Wells, *The Invisible Man*. The second part of the course will focus on comparisons to American literature. The readings in this part of the course will include Herman Melville, *The Confidence Man*; William Faulkner, "The Bear"; and some of Emerson's essays. The last part of the course will focus on comparisons with books in the black tradition. Some of the readings in this part of the course will include W.E.B. Du Bois, *Souls of Black Folk* and Booker T. Washington, *Up From Slavery*. Requires 20-25 page research paper.

Not open to first- and second-year students. Limited to 15 students. Preference given to Black Studies majors. Second semester. Professor Ferguson.

64. Black Studies Seminar. (R) This seminar prepares students to conduct independent research by introducing major research methods across various disciplines in the field of Black Studies. Though scholarly research requires individual autonomy and creativity, it also occurs in an institutional and historical context. The first part of the course will therefore focus on a series of past and present research projects central to the making of Black Studies. (Examples might include: W. E. B. Du Bois's Atlanta University Studies, the Federal Writers Project of the Works Progress Administration, The Melville and Frances J. Herskovits Collection of documents and materials from the African diaspora, and Harvard's Black Periodical Literature Project.) Discussion of these projects will include their overall design, range of research methods, and impact in shaping the development of the field. In the second part of the course, the emphasis will shift to more individual and narrowly focused research projects. Faculty members of the Black Studies Department, departmental affiliates, and visitors will join the class to present their own ongoing research, placing particular emphasis on the disciplinary methods and traditions of inquiry that guide their efforts. Students will pursue a series of assignments focusing on different methods of gathering and analyzing information, including archival research and interviewing. This class is required of Black Studies majors.

Open to junior and senior Black Studies majors, junior and senior nonmajors who have taken both Black Studies 11 and 12, and others with the consent of the instructor. First semester. Professor Wills.

66. The Civil Rights Movement. (US) (Also Law, Jurisprudence and Social Thought 08.) See Law, Jurisprudence and Social Thought 08.

Omitted 2005-06. Visiting Professor Delaney.

67. Topics in African-American History: Race and Educational Opportunity in America. (US) (Also History 82.) See History 82.

Second semester. Professor Moss.

68. Seminar in African American Literature. (Also English 66.) See English 66. The topic changes each time the course is taught.

Limited to 20 students. Omitted 2005-06.

71. Race, Place and the Law. (US) (Also Law, Jurisprudence and Social Thought 05.) See Law, Jurisprudence and Social Thought 05.

Second semester. Visiting Professor Delaney.

77, 77D, 78, 78D. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 97H, 98, 98H. Special Topics.

First and second semesters. Members of the Department.

The following courses are listed for inclusion in a Black Studies Major.

Pre-Columbian Civilizations of Latin America and the Caribbean. See History 11.
Omitted 2005-06. Professor Campbell.

Peoples and Cultures of the Caribbean. See History 12.
Omitted 2005-06. Professor Campbell.

Topics on the Caribbean: Haiti and the French Caribbean. See History 28.
First semester. Professor Campbell.

Caribbean History. See History 55.
Omitted 2005-06. Professor Campbell.

Seminar on Trade and Plunder in Latin America and the Caribbean. See History 86.
Omitted 2005-06. Professor Campbell.

Comparative Slave Systems. See History 88.
First semester. Professor Campbell.

BRUSS SEMINAR

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

26. Women and the Law in Cross-Cultural Perspective. This course will explore the variety of types of laws (natural law, religious law, statute law, customary law, and the like) that have been used to regulate women's lives in different times and places and try to assess the philosophies that lie behind them. Family law, especially where it pertains to marriage, divorce, married women's property, domestic assault, custody and so forth, will receive special attention through a comparison between Western European and American legal traditions and Muslim sharia law, both in the past and the present. The course will look closely at the law and law enforcement as they pertain to female sexuality, and assess issues to do with women criminals as well as women as victims of specific types of criminal acts such as rape. It will examine what happens to women when (a) legal structures break down, as in war, and (b) when "the law" becomes a tool of racial, ethnic, religious, sexual or gender repression. Finally it will address the extent to which "changing the law" succeeds as a strategy for empowering women by looking at several key legal campaigns involving women in both Western and non-Western settings. Sources will include religious writing (such as the Book of Leviticus from the Hebrew Bible and the second and fourth surahs of the Qu'ran), transcripts of court cases from a variety of times and places with a particular focus on eighteenth-century England, historical writings on abortion and prostitution, and contemporary discussions in various media pertaining to the human rights of women and sexual minorities. Two class meetings a week.

Limited to 30 students. Second semester. Professor Hunt.

CHEMISTRY

Professors Fink‡, Hansen, Kushick (Chair), Leung, Marshall, and O'Hara; Assistant Professors Bishop*, Burkett, and McKinney; Senior Research Fellow Sanborn.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their first year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

New Course Requirements for the Chemistry Major (effective beginning with the Class of 2007). Chemistry is a dynamic discipline with applications to a wide variety of scientific inquiry. To better reflect the nature of modern chemistry and the subfields represented in the department, we have increased the number of courses required for the major and added Chemistry 44, Quantum Chemistry and Spectroscopy, to the required core courses. (We have also dropped the Physics 17/24 prerequisite for Chemistry 44.)

The minimum requirements for a major in Chemistry are Chemistry 11 or 15, 12, 21, 22, 44, and three of the following four courses: 30 (Biochemistry), 35 (Inorganic Chemistry), 38 (Atmospheric Chemistry), and 43 (Physical Chemistry). In addition, several of these courses require successful completion of work in other departments: Biology 19 for Chemistry 30; and Mathematics 12 and Physics 16 or 23 for Chemistry 43 and 44. Students are encouraged to discuss their proposed course of study for the major with a member of the Department, as there may be years when staffing considerations preclude offering all four of the elective courses. In particular, Chemistry 38 will not be offered in 2006-07.

Departmental Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and 78D in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: inorganic and hybrid materials synthesis; design and characterization of novel catalysts; protein-nucleic acid interactions; immunochemistry; fluorescence and single-molecule spectroscopy; high resolution molecular spectroscopy of jet-cooled species; chemical-genetic characterization of cell signaling enzymes; protein phosphatase inhibitor design; biochemistry of *t*RNA modification enzymes; and atmospheric chemistry of biogenic volatile organic compounds.

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*On leave 2005-06.

‡On leave second semester 2005-06.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Chemistry 11 followed by Chemistry 12 are the appropriate first courses in Chemistry for most students. For those students with extensive high school preparation in the subject and strong quantitative skills as measured by SAT I and II (or ACT), Chemistry 15 followed by Chemistry 12 is recommended by the Department. Decisions are made on a case-by-case basis to determine whether placement out of either Chemistry 11/15 or Chemistry 12 or, less frequently, both is appropriate. Students considering advanced placement are advised to contact the Department soon after arriving on campus.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major requirements in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10. Energy and Entropy. Primarily for non-science majors, this course focuses on the concepts of energy and entropy, ideas which play a central role in understanding the universe. The course, designed for those who wish to gain an appreciation and comprehension of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study practical applications of these laws to a variety of chemical, physical and environmental phenomena. Societal implications and policy formulations will also be discussed. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

First semester. Professor Fink.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and macroscopic viewpoint. We begin with a detailed discussion of the physical structure of atoms, followed by an analysis of how the interactions between atoms lead to the formation of molecules. The relationship between the structures of molecular compounds and their properties is then described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester: Professors McKinney and O'Hara. Second semester: Professor Burkett.

12. Chemical Principles. The concepts of thermodynamic equilibrium and kinetic stability are studied. Beginning with the laws of thermodynamics, we will develop a quantitative understanding of the factors which determine the extent to which chemical reactions can occur before reaching equilibrium. Chemical kinetics is the study of the factors, such as temperature, concentrations, and catalysts, which determine the speeds at which chemical reactions occur. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory work per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester: Professor Kushick. Second semester: Professors Leung and Marshall.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Marshall.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Hansen.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professor Hansen.

30. Biochemistry. (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain the consent of the instructor. Second semester. Professors O'Hara and Ratner.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. The structure, bonding, and symmetry of inorganic molecules and solids are discussed. Structure and bonding in coordination complexes are examined through molecular orbital and ligand field theories, with an emphasis on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Mechanisms of inorganic reactions, including ligand substitution and electron transfer, will be examined. The laboratory experiments will complement lecture material and will include a final independent project. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. First semester. Professor Burkett.

38. Atmospheric Chemistry. As global environmental issues such as stratospheric ozone depletion and global warming have arisen, the impact of mankind on the environment, particularly the atmosphere, has become a pressing concern for both the public and scientific communities. Addressing these large-scale and highly complex problems demands a greater scientific understanding of the earth system. In this course, students will investigate Earth's atmosphere and the chemical and physical principles that shape it. Fundamental processes that determine atmospheric composition and climate, including multistep reaction mechanisms, chemical kinetics, molecular spectroscopy, photolysis, and heterogeneous chemistry, are introduced. Specific topics treated will include atmospheric composition, structure, and motion; element cycling; the transfer of solar and longwave radiation; stratospheric composition and chemistry; tropospheric oxidation processes; air pollution; and the role of human activity in global change. Laboratory, computational, and field experiments complement the lecture material. Three hours of lecture and four hours of laboratory per week.

Requisite: Chemistry 12. Second semester. Professor McKinney.

43. Physical Chemistry. The thermodynamic principles and the concepts of energy, entropy, and equilibrium introduced in Chemistry 12 will be expanded. Statistical mechanics, which connects molecular properties to thermodynamics, will be introduced. Typical applications are non-ideal gases, phase transitions, heat engines and perpetual motion, phase equilibria in multicomponent systems, properties of solutions (including those containing electrolytes or macromolecules), and transport across biological membranes. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16, 23 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor Kushick.

44. Quantum Chemistry and Spectroscopy. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids; and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 16 or 23. First semester. Professor Leung.

77, 77D, 78, 78D. Senior Departmental Honors.
Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. A full or half course.
Consent of the Department is required. First and second semesters. The Department.

CLASSICS (GREEK AND LATIN)

Professors Damon, Griffiths*, and R. Sinos (Chair); Assistant Professor Rossi‡; Visiting Professor D. Sinos; Visiting Lecturer Boegehold.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 01 may not be counted toward the major. Latin 02-16 will normally be introductory to higher courses in Latin, and Greek 12-18 will serve the same function in Greek.

Departmental Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41 and 42 in either Greek or Latin. It will also include, beyond the eight-course program described above, the courses numbered 77 and 78. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the second semester with the Department and any outside reader chosen. In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination.

The Department will cooperate with other departments in giving combined majors with Honors.

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*On leave 2005-06.
‡On leave second semester 2005-06.

Comprehensive Requirement. Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

(1) Students ordinarily complete the requirement through course work that provides a chronological survey of the cultures of the major.

- For the Greek major, one course: Classics 23 (Greek Civilization), Classics 32 (Greek History), or Classics 34 (Archaeology of Greece).
- For the Latin major, one course: Classics 24 (Roman Civilization), Classics 33 (Roman History), Classics 36 (Roman Archaeology), or Classics 39 (Major Roman Writers).
- For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.

(2) When circumstances prevent the satisfaction of this requirement through course work, students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 01, 12, 15, 18; or 01, 15, 12.

Classics

21. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

Second semester. Professor R. Sinos.

23. Greek Civilization. Readings in English of Homer, Sappho, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, and Plato to trace the emergence of epic, lyric, tragedy, comedy, history, and philosophy. We shall also use inscriptions, papyri, and other documentary evidence to explore the historical background. Central questions include: What are the implications of male control over public performance and the written record? How did a slave-holding society give birth to democracy? How did the militarism and radical competitiveness of Athenian society create and destroy the possibilities for cultural achievement? What can be inferred about ancient women if they cannot speak for themselves in the texts? Three class hours per week.

Omitted 2005-06.

24. Roman Civilization. Roman civilization, in the Roman view, started with war and government, the arts instilled by the city's eponymous founder, Romulus. Second came religion and a set of cultural values that kept the Romans recognizably Roman over the 12 centuries between founding (traditionally 753 BCE) and collapse (476 CE). The civil wars that punctuate this long history reveal the difficulty of Rome's evolution from an agrarian community to a world empire. This course examines both Rome's fundamental institutions (army, constitution, law, religion, *familia*) and those that entered in the wake of conquest, meeting either welcome (literature, philosophy, science, new gods) or suspicion (monotheistic religion, magic). Primary readings supply the evidence:

Caesar, Cicero, Juvenal, Livy, Lucan, Lucretius, Ovid, Polybius, Sallust, Tacitus, Virgil. Three class hours per week.
Omitted 2005-06. Professor Rossi.

32. Greek History. A chronological survey of ancient Greece from the Bronze Age to the age of Alexander, with emphasis on the emergence of a culture in Greece distinctive from the Near East, the birth and growth of democracy at Athens, the Persian Wars and the growth of Athenian power, the war between Athens and Sparta and the effects of Athens' defeat, and the ascendancy of Philip of Macedon and his son Alexander. We will use primary sources, including the histories of Herodotus and Thucydides and other literature as well as monuments, inscriptions, and coins; whenever possible we will compare different sources and consider the advantages and disadvantages of each. Three class hours per week.
Omitted 2005-06. Professor R. Sinos.

33. History of Rome: The Roman Empire, 31 BCE-235 CE. The political and social systems established by Augustus lasted almost unchanged through four dynasties and shaped a world of unprecedented prosperity for millions of inhabitants on three continents. How did this immense creation cohere? What did belonging to the Empire mean for groups and for individuals? What forms did resistance take and how was it handled? What were the conditions of daily life? Primary sources—literature, public and private documents, technical manuals, buildings, coins, etc.—will be the focus of our attention in studying the Roman Empire at its peak. Three class hours per week.
Omitted 2005-06. Professor Damon.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the architecture, sculpture, and other finds from major sanctuaries, habitations, and burial places, this course will explore the ways in which archaeological evidence illuminates economic, political, philosophical, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Three class hours per week.
First semester. Professor R. Sinos.

36. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from the buried cities of Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will cover urban design, public structures, houses and villas, gardens, graffiti and dipinti, papyri, sculpture, wall paintings, mosaics, and everyday objects. An economic and social context for the remains of the material culture of these cities on the Bay of Naples will be developed from readings in Roman history and Latin literature, including Cicero, Horace, Petronius, Statius, Pliny, and Juvenal. Three class hours per week.
Second semester. Professor Damon.

37. The Comic Tradition. In this course we will trace the carnival origins of comedy and the early stages of the comic tradition as it survives in Greek and Roman authors like Aristophanes, Menander, Plautus, and Terence. We will analyze the quality of ancient comedy and the social context in which this genre developed. Special attention will be given to the structure of plots and to the universal nature of comic heroes and types. Further, we will follow the later development of this tradition in authors like Shakespeare, Molière, Goldoni, Beckett, and Ionesco, and in modern sitcoms and movies. Secondary readings will include Freud, Bakhtin, and Frye. Two class meetings per week.

Omitted 2005-06. Professor Rossi.

39. Major Roman Writers. Readings in the poetry and prose of five major Roman authors from the Late Republic and Early Empire: Cicero, Virgil, Horace, Ovid, and Tacitus. Texts will be read in translation. Three class hours per week.

Limited to 18 students. First semester. Professor Damon.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

01. Introduction to the Greek Language. This course prepares students in one term to read Plato, Homer, and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12 and then Greek 15.

First semester. Professor R. Sinos.

01. Introduction to the Greek Language. This course prepares students in one term to read Homer, Plato, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 15 and then Greek 12.

Second semester. Professor D. Sinos.

12. Greek Prose: Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 01 or equivalent. Second semester. Professor R. Sinos.

15. An Introduction to Greek Tragedy. After a review of forms and grammar, a play will be read with emphasis on poetic diction, dramatic technique and ritual context. Additional readings in translation. Three class hours per week.

Requisite: Greek 01 or equivalent. First semester. Professor D. Sinos.

18. An Introduction to Greek Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 15 or its equivalent or consent of the instructor. Second semester. Professor D. Sinos.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 2005-06 Greek 41 will read Sophocles' *Antigone*. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. First semester. Professor D. Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 2005-06 Greek 42 will read Herodotus. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. Second semester. Visiting Lecturer Boegehold.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

01. An Introduction to Latin Language and Literature. This course prepares students to read classical Latin. No prior knowledge of Latin is required. Three class hours per week.

First semester. Professor Rossi.

02. Intermediate Latin. This course aims at establishing reading proficiency in Latin. Forms and syntax will be reviewed throughout the semester. We will read selections from Seneca's *Epistulae morales*. Three class hours per week.

Second semester. Professor Damon.

15. Latin Literature: Catullus and the Lyric Spirit. This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.

First semester. Professor Damon.

16. Latin Literature in the Augustan Age. An introduction to the literature and culture of Augustan Rome through a close reading of Ovid and other authors illustrating the period. Three class hours per week.

Second semester. Visiting Lecturer Boegehold.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 2005-06 Latin 41 will read Virgil's *Eclogues* and *Georgics*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or consent of the instructor. First semester. Professor Rossi.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 2005-06 Latin 42 will study Latin prose composition. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or consent of the instructor. Second semester. Professor Damon.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

RELATED COURSE

Ancient Philosophy. See Philosophy 17.
First semester. Professor Gentzler.

COLLOQUIA

Colloquia are interdisciplinary courses not affiliated with a department. Whether colloquia are accepted for major credit by individual departments is determined for each colloquium separately; students should consult their major departments.

14. Personality and Political Leadership. What constitutes personality? What constitutes political leadership? Do leaders of various sorts (totalitarian, democratic) have distinctive personalities? How do the personalities of leaders combine with other personal and cultural influences to shape their political behavior, and how does that behavior in turn shape the environment from which they come? In an attempt to answer such questions, the course will consider theories of leadership and of personality, examine approaches to psychobiographical assessment, and evaluate psychobiographies of leaders such as Wilson, Hitler, Gandhi, and Khrushchev. Finally, students will be asked to prepare their own psychobiographical term papers concerning past or current politicians.

Limited enrollment. Admission with consent of instructors. Omitted 2005-06. Professors Demorest and W. Taubman.

18. Post-Cold War American Diplomatic History. This course will examine the history of American foreign relations from the fall of the Berlin Wall to the present. One class meeting per week.

Limited to 30 students. Requisite: Political Science 26, 30, History 49, 50, and 51. Not open to first-year students. Omitted 2005-06. Professors Levin and Machala.

20. Citizenship in a Global Age. Millions of people in this century have given and lost their lives in the name of nations and national identities. The common assumption is that all individuals have a national identity and that such identities are essential and mutually exclusive. What makes the idea of the nation so compelling? This course examines different forms of belonging in the modern nation state, and the range of symbolic modes and genres for expressing (and refusing) belonging. What does it mean to be a national? What is the difference between nationality and citizenship? What rights and obligations does citizenship entail? The First Amendment to the Constitution of the United States guarantees the rights of citizens to freedom of expression, yet at the same time a range of institutions and strategies limit those rights, as well as who can claim citizenship. We will explore those limits, along with the literacies demanded by citizenship (including those which normative models of citizenship ignore). We will also consider the ways in which new communication technologies have affected how people imagine the communities to which they belong. This course is part of a series of curricular initiatives involving the Five College Center for the Interdisciplinary Study of the Americas. Such courses, as well as being cross-disciplinary, are intended to work across the institutional lines of the five colleges.

Omitted 2005-06.

22. The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. The Earth has existed for 4.5 billion years and has been dramatically altered several times, most recently 65 million years ago during the Cretaceous extinction event that caused the demise of the non-avian dinosaurs as well as 85 percent of all extant species. In the short span of the last 10,000 years, humans have become important agents in shaping global change. The question this Colloquium will consider is straightforward: Have humans been modifying the environment in ways that will, in the not distant future, cause an extinction event on or near the scale of the Cretaceous event? There are no simple, much less uncontested, answers to this question. We will have to consider the impacts we have had on soils, water, the atmosphere, flora, and fauna. We will also have to examine the ways we have attempted in the past to find sustainable relationships with nature and assess contemporary policy proposals that intend to avert what some claim is an impending catastrophe.

Second semester. Professors Crowley and Dizard.

23. Eros and Insight: Knowing Contemplation. What would it be like to experience yourself, those around you and the world through deliberate and disciplined contemplation?

This seminar will define and then explore contemplative knowing as attentiveness, openness and the act of sustaining contradiction. By this means we will seek common ground between the seemingly opposed realities of art and science, *erôs* and insight. We will conclude by re-imagining together Plato's famous Symposium on the question of love.

Omitted 2005-06. Professors Upton and Zajonc.

26. Literature, Violence, and the State. (Also HACU 297 at Hampshire College.) A course on the poetics and politics of tragedy focusing on representations of state violence whose victims and agents of criminality have been women. The class will examine closely Sophocles' *Antigone*; Shakespeare's "The Rape of Lucrece" and *Titus Andronicus*; and nineteenth- and twentieth-century depictions of the life and death of Beatrice Cenci (Shelley's and Artaud's among others). Beginning with Aristotle's *Poetics*, we will consider also other writings in philosophy, classical and romantic poetics, and contemporary literary and social theories that link ethical, aesthetic, and emotional criteria to the question of what constitute legitimate acts of sovereign force or individual self-sacrifice. To be offered at Amherst College.

Requisite: A previous course using literary and/or feminist theory, or consent of the instructors. Limited to 24 students. Omitted 2005-06. Professor Parker of Amherst College and Professor Russo of Hampshire College.

Computer Science

See Mathematics and Computer Science.

CREATIVE WRITING

Advisory Committee: Writer-in-Residence Hall (Director); Professors Ciepiela, Frank, Maraniss, and Sofield; Associate Professor Douglas; Senior Lecturer von Schmidt.

The Creative Writing Center offers courses in the writing of fiction, poetry, drama, non-fiction, and translation; in addition we sponsor a reading series, as well as class visits by practicing writers and editors. The work of the Center is interdisciplinary in that those who teach creative writing are drawn from various College departments.

The faculty of the Center strongly believes that creative writing should take place in the context of a liberal arts education. We also believe that students benefit from the discipline of writing from experience, real and imagined, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because we believe that creative writing is in large part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. We do not offer a major and do not invite students to formulate interdisciplinary majors in creative writing; instead we believe that the most desirable education for a writer is not a heavy concentration of writing courses, but rather a selection of such courses along with many others in literature and other subjects.

The Center does not offer courses independently: all of the courses listed below are located in various departments and count toward the major requirements of those departments. In addition to the courses listed here, students may arrange to take special topics courses with any faculty member willing to do so—including those who do not teach in the Center—and to undertake creative writing honors projects in their major departments.

Generally, pre-registration for creative writing courses is not allowed. Consult the Creative Writing web page (www.amherst.edu/~cwc) for information on admission procedures.

Writing Poetry I. See English 21.
Limited enrollment. First semester: Writer-in-Residence Hall. Second semester: Professor Sofield.

Writing Poetry II. See English 22.
Limited enrollment. First semester. Writer-in-Residence Hall.

Composition. See English 23.
Limited enrollment. Second semester. Senior Lecturer von Schmidt.

Non-Fiction Writing. See English 25.
Limited enrollment. Omitted 2005-06. Professor Townsend.

Fiction Writing I. See English 26.
Limited enrollment. First semester. Visiting Lecturer London.

Workshop: Writing Criticism. See English 27.
First semester: Visiting Lecturer Chiasson.

Fiction Writing II. See English 28.
Limited enrollment. Second semester. Professor Frank.

Poetic Translation. See European Studies 24.
Limited enrollment. First semester: Professor Maraniss. Second semester: Professor Ciepiela.

Playwriting I. See Theater and Dance 31.
Limited enrollment. First semester. Playwright-in-Residence Congdon.

Writing for the Theater. See Theater and Dance 32.
Omitted 2005-06. Playwright-in-Residence Congdon.

Playwriting Studio. See Theater and Dance 61.
Limited enrollment. Second semester. Playwright-in-Residence Congdon.

ECONOMICS

Professors Barbezat (Chair), Nicholson, Westhoff, Woglom, and B. Yarbrough; Adjunct Professor R. Yarbrough; Associate Professor Rivkin*; Assistant Professors Alpanda, Honig, Kingston, and Wolpaw Reyes.

Major Program. A major in economics comprises a sequence of courses that begins with Economics 11, a survey of current economic issues and problems and an introduction to the basic tools essential for all areas of economics. Economics 11 is a requisite for all other courses in economics, and for many courses there is no other requisite. After completing Economics 11 a student may enroll in a variety of applied courses. Students may be excused from the requirement of taking Economics 11 by demonstrating an adequate understanding of basic economic principles. Three specific ways of being excused from the Economics 11 requirement are: (1) Attaining a grade of 4 or 5 on both the macroeconomic and microeconomic portion of the Advanced Placement Exam; (2) Passing a placement exam that is given by the department typically at the beginning of each semester; (3) Attaining a grade of 6 or 7 on the higher level International Baccalaureate in Economics.

In addition to Economics 11, all majors must complete the sequence of core theory courses: Economics 53 or 57; 54 or 58; and 55. These courses can be taken in any order, but it is recommended that a student take Economics 53/57 or 54/58 before enrolling in Economics 55. In addition, it is not generally advisable to take more than one of the core theory courses in a given semester. The core theory courses must be completed at Amherst. In exceptional circumstances (studying abroad is not an exceptional circumstance), a student may be permitted to substitute a non-Amherst course for one of the core courses. Such exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work.

The major is completed by taking a number of elective courses in economics and passing a comprehensive exam. Majors must take a total of nine courses in economics, which include Economics 11, the core theory courses, and at least one upper level elective numbered 60 to 76 and 79. Honors students must take a total of ten courses. Non-Amherst College courses (including courses taken abroad) may be used as elective courses. Such non-Amherst courses must be taught out of an economics department, and the student must receive one full Amherst College course credit for the work. Therefore, if a student were to take five courses abroad, which included two economics courses and for which Amherst College awarded four course credits, the work done abroad would be counted as the equivalent of one elective course in economics. If only one of the five courses were an economics course, the student would not receive any elective credits. Students who transfer to Amherst and wish to receive credit towards the major requirements for previous work must obtain written permission from the Chair of the department.

In addition to the requirements described above, majors must attain a grade of C+ or better in Economics 11 and a grade of C+ or better in Economics 53 or 57, Economics 54 or 58, or Economics 55, whichever is taken first. A student may be admitted to the major conditionally after successfully completing Economics 11 with a grade of C+ or better, but will be dropped from the major if he or she obtains a grade below C+ in the first core theory course taken. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one of the remaining core theory courses.

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*On leave 2005-06.

Departmental Honors Program. To be eligible to enter the honors program, a senior (or second semester junior in an E Class) must have completed the core theory courses with an average grade of 11.00 or higher. Honors students take Economics 77, the Senior Departmental Honors Seminar, in the fall semester, and complete their honors essay under the guidance of an individual advisor in the spring semester, Economics 78. Economics 77 and 78 can both be counted as elective courses towards the major total course requirement. Students who successfully complete Economics 77 and 78 do not have to take the comprehensive exam in economics. Students who intend to enter the honors program are encouraged to take the advanced macroeconomic and microeconomic core theory courses.

Comprehensive Exam. A written comprehensive exam is given during the first week of the second semester to senior economics majors who have completed the core theory courses. There are two parts to the comprehensive exam: 1) a multiple-choice portion examining the material in the core theory courses; 2) an essay portion, where students are asked to apply economic analysis to a current issue.

Graduate Study. Students who intend to pursue graduate study in economics are strongly advised to take additional courses in mathematics. Such students should plan on taking Mathematics 12 and 25, at a minimum, and ideally Mathematics 13 and 28 in addition.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only by second semester juniors or seniors, and only with the consent of the instructor. Other departmental courses may be taken on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option in a course used to satisfy a major requirement.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people.

Requisite for all other courses in economics. Each section limited to 25 Amherst College students.

Three hours of lecture and one hour of discussion per week. First semester: Professors Alpanda, Honig, and Woglom.

One lecture and three hours of discussion per week. Second semester: Professors Alpanda, Barbezat, Honig, Kingston, and Reyes.

23. Poverty and Inequality. (Also Black Studies 16.) Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare recipiency, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Limited to 50 students. Omitted 2005-06. Professor Rivkin.

24. Industrial Organization. This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. Limited to 50 students. Omitted 2005-06.

25. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Limited to 50 students. Omitted 2005-06.

26. Economics of Education. Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Limited to 50 students. Omitted 2005-06. Professor Rivkin.

28. Economic History of the United States, 1600-1860. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the colonial period and the creation of the nation and end with the Civil War and the breakdown of the Union. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. First semester. Professor Barbezat.

29. Economic History of the United States, 1865-1965. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the reconstruction period after the Civil War and end with the Civil Rights Era and the War on Poverty. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Second semester. Professor Barbezat.

30. Current Issues in the United States' Economy. This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?," the course proceeds in reverse chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Barbezat.

31. The Economics of the Public Sector. This course examines the role that the government plays in the economy. We begin focusing on market failures: situations in which unregulated actions by the consumers and firms result in inefficiency. Acid rain, the depletion of the ozone layer, and global warming are used in case studies. How has the government reacted to these problems? How should the government respond? The second part of the course studies how the government's tax policies affect the economy. The tax reforms of the 1980s and the recent deficit reduction act will be emphasized. During the semester most of today's pressing public policy issues will be addressed: health care, welfare reform, the social security system, the budget deficit, etc.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Reyes.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Limited to 50 students. First semester. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system. Not open to students who have taken Economics 76.

Requisite: Economics 11. Limited to 50 students. Omitted 2005-06. Professor B. Yarbrough.

34. Money and Economic Activity. This course studies the monetary systems that facilitate exchange. Such systems overcame the limitations of barter with commodity monies such as gold, and gradually evolved into financial intermediaries that issue paper notes and bank deposits as money. Intermediaries in markets for insurance, debt, and equity are studied too. Also, the effects of financial markets on aggregate economic activity and the level and term structure of interest rates are studied.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor Woglom.

36. Economic Development. An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Kingston.

40. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor Reyes.

53. Macroeconomics. This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals. A student may not receive credit for both Economics 53 and Economics 57.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Alpanda. Second semester: Professor Honig.

54. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods. A student may not receive credit for both Economics 54 and Economics 58.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Westhoff. Second semester: Professor B. Yarbrough.

55. An Introduction to Econometrics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Nicholson. Second semester: Professor Westhoff.

57. Advanced Macroeconomics. This course covers similar material to that covered in Economics 53 but is mathematically more rigorous and moves at a more rapid pace. A student may not receive credit for both Economics 53 and Economics 57.

Requisites: Economics 11 and Mathematics 12 or equivalent, or consent of the instructor. Second semester. Professor Woglom.

58. Advanced Microeconomics. This course covers similar material to that covered in Economics 54 but is mathematically more rigorous and moves at a more rapid pace. A student may not receive credit for both Economics 54 and Economics 58.

Requisites: Economics 11 and Mathematics 13 or equivalent, or consent of the instructor. First semester. Professor Nicholson.

60. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54 or 58. Omitted 2005-06. Professor Rivkin.

62. Seminar in Macroeconomic Issues. An upper-level course studying the theoretical and policy controversies spawned by the New Classical revolution in macroeconomics. We trace the birth of the New Classical School as a logical development of the Keynesian research agenda. Then we look at the fundamental challenges posed by New Classical economics for the ways in which macroeconomists view the relationships between economic theory, empirical testing, and policy advice. Students will write a research paper applying the ideas developed in the course to a topic of their choice.

Requisite: Economics 53 or 57. Second semester. Omitted 2005-06. Professor Woglom.

63. The Economics of Finance. A study of the role of financial markets in the efficient allocation of resources. We look at how financial markets: (1) enable the transfer of resources across time and space; (2) facilitate the reduction and management of risk; and (3) provide information about the future, which is important to public policymakers as well as private firms and individuals. The financial theories studied include: (1) the theory of present discounted values; (2) the capital asset pricing model; (3) the efficient markets hypothesis; and (4) the Black-Scholes model for the pricing of contingent claims.

Requisite: Economics 54 or 58. Limited to 35 students. First semester. Professor Woglom.

64. Evaluating Social Policies. This course examines a number of social programs in the United States including Social Security, Medicaid, Unemployment Compensation, Aid to Families with Dependent Children, and the Earned Income Tax Credit. The purpose of this examination is not only to show how these programs operate, but also to illustrate how econometric tools can be used to evaluate these operations. A significant portion of the course will be devoted to showing the advantages and disadvantages of using actual data from the programs in such evaluations.

Requisite: Economics 55 or consent of the instructor. Omitted 2005-06. Professor Reyes.

65. Topics in Econometrics. A continuation of Economics 55 that uses statistics, general economic theory and mathematics to understand empirical relations in economics. The course introduces matrix algebra and uses it to develop a careful treatment of the multiple linear regression model and refinements. Also includes an introduction to methodological developments in econometric modeling of time series data, and extensive practice in the use of statistical packages for computation.

Requisite: Economics 55. Second semester. Professor Alpanda.

66. Law and Economics. This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or 58 or consent of the instructor. Omitted 2005-06. Professor Nicholson.

67. Advanced Economic Theory. This course is designed as a sequel to Economics 54, Microeconomics. The objective of the course is to provide students with a mathematically rigorous foundation in microeconomic theory. Topics may vary from year to year and will be chosen from among the following: revealed preference; relationship among demand, indirect utility, and expenditure functions; duality; profit maximization and cost minimization; uncertainty; game theory; externalities and public goods; oligopoly models; adverse selection, signaling, and screening; principal-agent problems; general equilibrium theory; computation of economic equilibria; efficiency, the core, and the second best; dynamic programming; etc.

Requisite: Economics 54 or 58. Second semester. Professor Westhoff.

72. From Poor Relief to Welfare-to-Work. In this course, we will examine the economic history of poverty. We will begin with an examination of how poverty and the "poor" have been defined over time. We will then look at estimates of poverty measures from 1770-1990 in the United States among different groups (women, children, different ethnic groups, etc.). After analyzing the trends in poverty we will describe both private and public poverty policy programs. We will begin with the early poor laws of the New England and the Mid-Atlantic states and continue through to the contemporary era of welfare reform. At the end of the course, we will examine global poverty and put the U.S. experience into an international context.

Requisite: Economics 53/57 or 54/58. Omitted 2005-06. Professor Barbezat.

73. Game Theory and Applications. Game theory analyzes situations in which multiple individuals (or firms, political parties, countries) interact in a strategic manner. It has proved useful for explaining cooperation and conflict in a wide variety of strategic situations in economics, political science, and elsewhere. Such situations can include, for example, firms interacting in imperfectly competitive markets, auctions, arms races, political competition for votes, and chess. This course will provide an introduction to the tools and insights of game theory. Though mathematically rigorous, emphasis will be on applications rather than on formal theory.

Requisite: Economics 54 or 58. First semester. Professor Kingston.

74. Economics of the Not-For-Profit Sector. A study of the Not-For-Profit (NFP) firm as an institutional form that society has used in response to market failures, such as the presence of jointly consumed goods, asymmetric information, and principal-agent problems. Examples will be taken from industries where the NFP form is prevalent: health care, education, museums, performing arts, and public radio and television. Issues related to the financing of NFPs, including their capital structure and reliance on donations as opposed to commercial revenues, will also be studied.

Requisite: Economics 54 or 58. Omitted 2005-06.

75. Economic Growth. Income in the United States has increased more than tenfold over the last century, and incomes in the United States and most of Western Europe are at least 30 times higher than incomes in much of sub-Saharan Africa. This course explores what economists know about the process of economic growth that generated such outcomes. We will examine both formal theories of economic growth and the empirical literature on comparative economic growth, as well as examples of individual countries' growth experiences.

Requisites: Economics 55 and at least one of Economics 32, 33, 36, 53, 54, 57, or 58. First semester. Professor B. Yarbrough.

76. Topics in Open-Economy Macroeconomics. An upper-level seminar in international macroeconomics, with an emphasis on emerging market economies. We will read and discuss empirical research papers. Topics covered will include exchange rate regimes, banking and currency crises, contagion, the role of foreign banks, dollarization, institutions and governance, and current account sustainability.

Requisite: Economics 33, 53 or 57. First semester. Professor Honig.

77. Senior Departmental Honors Seminar. A seminar preparing senior economics majors to undertake independent research for their honors projects. Five or six topics of current interest will be studied.

Requisites: An average grade of 11.00 or higher in Economics 53/57, 54/58, and 55. First semester. Professor Reyes.

78. Senior Departmental Honors Project. Independent work under the guidance of an advisor assigned by the Department.

Requisite: Economics 77. Second semester.

79. New Institutional Economics. All economic activity is embedded in a framework of institutions including both formal laws and contracts, and informal norms and conventions. Institutions constrain individual behavior and thereby affect resource allocation, income distribution, learning, and economic growth. This course introduces recent approaches to the study of institutions in economics and political science. Particular emphasis will be placed on recent applications to economic history and development, and to theories of institutional stability and change.

Requisite: Economics 73. Admission with consent of the instructor. Second semester. Professor Kingston.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Barale, Cameron‡, Chickering, Cobham-Sander, Frank (Chair), Guttmann, O'Connell, Parker (Director of Studies), Peterson, Pritchard, Rushing, Sánchez-Eppler, Sofield, and Townsend*; Writer-in-Residence Hall; Assistant Professors Bosman and Parham; Senior Lecturer von Schmidt; Visiting Assistant Professor Duerfahrd; Visiting Lecturers Chiasson and Johnson.

Major Program. Students majoring in English are encouraged to explore the Department's wide range of offerings in literature, film, and culture. Rather than prescribe any particular route through its curriculum, the Department helps its students to develop their own interests and questions. To this end, majors work closely with their advisors in defining an area of concentration—through frequent consultations, the submission and periodic revision of a concentration statement, and, in the senior year, the successful completion of the comprehensive requirement.

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*On leave 2005-06.

‡On leave second semester 2005-06.

Majoring in English requires the completion of ten courses offered or approved by the Department, including at least one course numbered 01 to 20 and one of the upper-level seminars numbered 75. Majors may count towards the ten required courses up to three courses in creative writing. Because English 75 can lead in the senior year to a tutorial project, the Department strongly urges majors to fulfill the seminar requirement during the junior year. The Department will not guarantee admission to a particular section of English 75 in the second semester of the senior year.

In addition to taking at least one course numbered 01 to 20 and a section of English 75, all students must submit a *concentration statement,* no later than at preregistration in the spring of the junior year, that defines the focus of their major. For the Class of 2006 and following, the comprehensive requirement will be satisfied in the fall of the senior year by students passing an examination based upon an outside reading list that will be provided at the declaration of their major, which is usually in the spring of their sophomore year.

No more than two courses not offered by members of the Department may be counted towards the major, except with the recorded permission of the student's advisor.

Departmental Honors Program. The Department awards Latin honors to seniors who have achieved distinction in course work for the major and who have also demonstrated, in a submitted portfolio of critical or creative work, a capacity to excel in composition. Students qualify for Latin honors only if they have attained a B+ average in courses approved for the major; the degree *summa cum laude* usually presupposes an A average.

Unlike other Amherst departments, English has no senior honors course. While students often include in their portfolios work that they complete in the Senior Tutorial (English 87/88), enrollment in these independent study courses is not a requirement for honors consideration.

To be considered for honors a student must submit to the Department a *portfolio,* which contains normally 50 to 70 pages of writing. The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics (English 97/98), composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these essays must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Department does not refer to the portfolio as a "thesis" because that is simply one of many forms the portfolio may take. It may be, for example, a short film or video, a collection of essays or poems or stories, a play, a mixture of forms, an exploration in education or cultural studies.

Before a student can submit a portfolio, it first must be approved by his or her designated tutor or major advisor. If the portfolio is approved, a committee of faculty examiners is then appointed. Following an interview with the student, the committee conveys its evaluation to the whole Department, which then takes into account both the portfolio and the record in the major in making its final recommendation for the level of honors in English.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial (English 87/88) for either one or both semesters. Preregistration is not allowed. Appropriate tutors are assigned to students whose applications have been approved. The purpose of the Senior Tutorial is to provide an opportunity for independent study to any senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Latin honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Graduate Study. Students interested in graduate work in English or related fields should discuss their plans with their advisor and other members of the Department to learn about particular programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career. Students should note that many graduate programs in English or comparative literature require reading competence in two, and in many cases three, foreign languages. Intensive language programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

COURSES PRIMARILY FOR FIRST-YEAR STUDENTS. These courses numbered 01 (first or second semester) are offered primarily for first-year students. Courses with this number are writing intensive and limited in enrollment to 20 students.

01. Courses Primarily for First-Year Students. Six sections will be offered in the first semester, 2005-06.

01. NOVELS, PLAYS, POEMS. Why does any writer—an Amherst College student, Philip Roth, Emily Dickinson, William Shakespeare—say what he or she says one way rather than another? And what in the expression itself makes a story, a play, a poem effective, something a reader might care about, be moved or delighted by? We will try to answer these questions by reading major examples of each genre, including much recent work, with close and sustained attention to details of expressive language. The course will be taught in three sections of 15-20 students. Frequent writing exercises.

Open to upperclassmen as well as first-year students. Professor Pritchard.

02. NOVELS, PLAYS, POEMS. Same description as English 01, section 01. Professor Sofield.

03. NOVELS, PLAYS, POEMS. Same description as English 01, section 01. Senior Lecturer von Schmidt.

04. AMERICAN RENAISSANCE. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, and Dickinson. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Professor Guttmann.

05. RESPONDING TO FILM. Like poems, plays and novels, films invite a response from their viewer that is at once one of pleasure and one of attentive analysis and nuanced judgment. This course will pay attention to a number of individual films, from past and present, from this country and elsewhere, that invite and deserve such responses. A strong emphasis in the course will be upon encouraging and disciplining the efforts of students to find language for themselves that is adequate to what they see and hear in films and upon helping them use that language to see and hear ever more in the films they watch. Frequent short writing assignments and at least one screening per week.

Professor Cameron.

06. FOUNDATIONS OF AFRICAN AMERICAN LITERATURE. (Also Black Studies 38.) The focus of this introduction to African American literature is the complex intertextuality at the heart of the African American literary tradition. Tracing the tradition's major formal and thematic concerns means looking for connections between different kinds of texts: music, art, the written word, and the spoken word—and students who take this class will acquire the critical writing and interpretive skills necessary to any future study of African American literature or culture.

Limited to 20 students. Professor Parham.

01. Courses Primarily for First-Year Students. Two sections will be offered in the second semester, 2005-06.

01. WRITING ABOUT LITERATURE. This course offers students an opportunity to develop their analytic and writing skills. We will read a variety of literary forms—prose and poetry, novels and essays and drama—and will write frequently and at length about what we read. This semester our readings will focus on the topic of Justice. We will read such authors as Cather, Dickens, Kafka, Nietzsche, Shakespeare, Sophocles, Wright. Three class hours per week.

Open only to first-year and sophomore students. Limited to 15 students per section. Professor Barale.

02. WRITING ABOUT LITERATURE. Same description as English 01, section 01.

Professor to be named.

COURSES 02 TO 20. Open to all students, these courses are commonly writing intensive, limited in enrollment, and introductory in nature. Prospective majors are strongly advised to elect more than one.

06. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies, etc. Readings for the course will include works by Sylvia Ashton-Warner, James Baldwin, Judith Ortiz Cofer, John Dewey, Jonathan Kozol, Herbert Kohl, Sarah Lightfoot, John Stuart Mill, Abraham Rodriguez, Esmeralda Santiago, and Patricia Williams. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. First semester: Professor Frank. Second semester: Professor Sánchez-Eppler.

07 to 10. American Literature in the Making. Over the last 25 years literary historians and critics have completely remade the field of American literature. The important artistic contributions of women, of African Americans, of Latinos, of Asian Americans, and of Native Americans have received attention and appreciation. In many instances long-forgotten texts have been uncovered and appreciated as first-rate works of art. Neglected artists like Willa Cather and James Weldon Johnson have been reread, re-seen. The goal of this four-semester sequence is to survey American literature from its beginnings to the present in a history that attempts to bring together what were once considered the classics with the most important of the newer additions to the body of American literature. In doing so our primary attention will be on texts of exceptional literary merit.

07. American Literature in the Making: Colonies, Empires, and a New Republic. Once American literature began with the Pilgrims and Puritans, though they were latecomers among the Europeans in the Americas. In this course we will begin with the oral traditions of some of the native inhabitants and then read accounts from the European discovery and conquest, Spanish, French, and English: Columbus, Verrazano, Cartier, Cortes, Bradford, and others. Then we will read the literature of the settlers: diaries, sermons, captivity narratives, and autobiographies. In the eighteenth century we will follow the emerging literature of independence, not only that written by Anglo-Americans but also the writings of Africans and African Americans like Olaudah Equiano. We will end the course with the literature of post-independence: novels by Charles Brockden Brown and Rebecca Rush.

Limited to 80 students. Omitted 2005-06. Professor O'Connell.

08. American Literature in the Making: Nineteenth Century to the Civil War. The course will cover the years from 1820 to 1920. These are the years when Anglo-American literature achieved an international reputation. They are also the years of African Americans' first intense and bitter struggle for liberation, and the years when the Euro-American conquest of the Indians was completed. The second half of the century also experienced the largest immigration in the history of the country until the post-1965 period, which enabled the United States to become the greatest industrial power in the world. The literature we will read is enmeshed in all these complex events: Cooper, Sedgwick, Emerson, Thoreau, Fanny Fern, Hawthorne, Melville, Harriet Beecher Stowe, and Frederick Douglass.

Limited to 80 students. Omitted 2005-06. Professor O'Connell.

09. American Literature in the Making: The Twentieth Century, 1900-1941. The focus in this course will be on lesser-known writers alongside the "major" figures: James Weldon Johnson, Willa Cather, Nella Larsen, Fitzgerald, Sherwood Anderson, Ernest Hemingway, Zora Neale Hurston, Langston Hughes, Edward Dahlberg, Henry Roth, Tillie Olsen, Hisaye Yamamoto, Toshio Mori, Saul Bellow, Eudora Welty, James Baldwin and others.

Limited to 80 students. Omitted 2005-06. Professor O'Connell.

10. American Literature in the Making: The Twentieth Century, 1942-2000. This course examines briefly the literature of World War II and then turns to Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Lionel Trilling, the writers who made Jewish American literature a central part of American literature.

Their dominance turned out to be quite brief and for the remainder of the century a rich abundance of writing appears, some of which can be labelled ethnically (American Indian, African American, Asian American, Latino), but what stands out is a range of imaginations and styles. Among the other writers we will read: James Baldwin, Toni Morrison, N. Scott Momaday, Maxine Hong Kingston, Chang-Rae Lee, Gloria Anzaldua, Anne Tyler, and Jane Smiley.

Limited to 80 students. Second semester. Professor O'Connell.

12. Reading Poetry. A first course in the critical reading of twelve English, Irish, and American poets: Donne, Herbert, Milton, Pope, Wordsworth, Tennyson, Dickinson, Frost, Eliot, Bishop, Larkin, and Heaney. Attention will be given to the careers of the poets, as well as to individual poems. Both poems and poets will be read in the light of two principal contexts: 1. The cultural moments in which poets write their poems, and 2. The continuing history of poetic style, as each writer responds to his or her predecessors. There will be a final paper on a book published recently.

Limited to 35 students. Second semester. Section 01: Professor Chickering. Section 02: Professor Sofield.

13. Reading Popular Culture. (Also Women's and Gender Studies 28.) The topic changes each time the course is taught.

Omitted 2005-06.

14. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Second semester. Professor Pritchard.

15. Black Music/Black Poetry. (Also Black Studies 54.) See Black Studies 54.

Omitted 2005-06. Professor Rushing.

17. Big Books. This course explores the particular pleasures and interpretive problems of reading (and writing about) very long works—books so vast that any sure sense of the relation between individual part and mammoth whole may seem to elude the reader who becomes lost in a colossal imaginative world. How do we gauge, and engage with, works of disproportionate scale and encyclopedic ambition? How do we find our bearings within huge texts and who or what is our guide? In fall 2005 the assigned books will be three major fictional representations of entire societies undergoing crisis, collapse, and potential apocalyptic change: Charles Dickens' *Our Mutual Friend*, Fyodor Dostoevsky's *Demons*, and Doris Lessing's *The Four-Gated City*.

Limited to 20 students. Preference given to sophomores and first-year students. First semester. Professor Peterson.

18. Coming to Terms. An introduction to contemporary literary studies through the analysis of a variety of critical terms, a range of literary examples, and the relations between and among them. The terms considered in spring 2006 will include lyric, narrative, author, translation, and autobiography.

Preference given to sophomores. Second semester. Section 01: Professor Bosman. Section 02: Professor Parker.

19. Film and Writing. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two 90-minute class meetings and two screenings per week.

Limited enrollment. Second semester. Senior Lecturer von Schmidt.

20. Introduction to the Study of Film. This is an introductory class for students who are seeking to familiarize themselves with the history of cinema from the silent era to the present, its periods, genres, styles and directors. It is an opportunity for beginning students to learn how to observe, describe, and think critically about film, and how to raise questions about scene, shot, frame, camera movement, and editing style in order to understand the effects (historical and personal) that each film renders. Some theoretical texts will help us explore the ways in which these aspects of the medium have been addressed.

Limited to 20 students. First semester. Visiting Professor Duerfahrd.

WRITING COURSES 21 TO 29.

21. Writing Poetry I. A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested in writing poetry and learning about the rudiments of craft. Writing exercises weekly.

This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester: Writer-in-Residence Hall. Second semester: Professor Sofield.

22. Writing Poetry II. A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Writer-in-Residence Hall.

23. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to others, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual growth.

Open to juniors and seniors. Limited enrollment. Second semester. Senior Lecturer von Schmidt.

24. Screenwriting. This course is a first workshop in narrative screenplay writing. The "screenplay" is a unique and ephemeral form that exists as a blueprint for something else—a finished film. How do you convey this audio-visual medium (movies) on the page? In order to do that, the screenwriter must have some sense of what the "language of film" is, as well as some sense of what kinds of stories movies—as opposed to novels, plays, or short stories—tell well. This course will try to analyze both the language of film and the shape of film stories, as a means toward teaching the craft of screenwriting. Frequent exercises, readings, and screenings.

This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Visiting Lecturer Johnson.

25. Non-Fiction Writing. The topic changes each time the course is taught. In spring 2004 we studied writers' renderings of their own experiences (memoirs) and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of mostly modern American examples and of students' experiments in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Omitted 2005-06. Professor Townsend.

26. Fiction Writing I. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format.

This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Visiting Lecturer London.

27. Workshop: Writing Criticism. This course aims to make us better critics by making us better writers of criticism. In the first half of the course we'll read a range of critical works (some by professional critics and others by poets, novelists and other "amateurs"). In the second half we'll study the history of criticism of a single book of poetry, Elizabeth Bishop's *North and South.* Students will write critical essays that incorporate a range of genres—reviews, scholarship, cultural criticism, critical theory and memoir. Some familiarity with Bishop and with the following authors would be helpful but is not required: Dickinson, Hawthorne, Marianne Moore, Frank O'Hara. Critics to be read include Susan Howe, Richard Poirier, Marjorie Perloff, Helen Vendler, Henry James, Randall Jarrell, Rick Moody, Hugh Kenner, Robert Lowell, William H. Pritchard, Louise Glück, and Adrienne Rich.

Limited enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Visiting Lecturer Chiasson.

28. Fiction Writing II. An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. Second semester. Professor Frank.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls, Troilus and Criseyde,* and some shorter poems. Three class hours per week.

First semester. Professor Chickering.

34. Renaissance Drama: The Places of Performance. The course surveys multiple forms of drama and spectacle in Renaissance England with special attention to the cultural articulation of space. We will consider the relation of a range of texts to their real and imagined performance sites—public theatres like the Globe as well as private playhouses, castles, fairgrounds, taverns, and the streets of London—asking what impact these places had on the dramas themselves, on their representation of public and private worlds, and on the social and political role of theatre in society at large. Reading will include works by Marlowe, Shakespeare, Jonson, Heywood, Middleton and Rowley, and Milton.

A previous course in Shakespeare or Renaissance literature would be helpful. First semester. Professor Bosman.

35. Shakespeare. Readings in the comedies, histories, and tragedies, including *A Midsummer Night's Dream, I Henry IV, As You Like It, Hamlet, King Lear, Antony and Cleopatra*, and *The Tempest*. Two class meetings per week.

Limited to 50 students. First semester. Professor Sofield.

36. Shakespeare. An exploration of selected comedies, histories, and tragedies, with attention to the problem of genre. We will study Shakespeare on page and stage, and from his time to our own. Two class meetings per week.

Limited to 50 students. Second semester. Professor Bosman.

37. The English Novel and Colonialism. This course will focus on how English novelists have represented colonialism in India, Africa, and the Caribbean, and how colonialism has, in turn, shaped the novel form. We will also give attention to how contemporary authors represent those same colonial projects today. The question to which we will continually return: How can we continue to find pleasure in works whose very production is tied into regimes of domination and oppression? Authors we may consider include Maria Edgeworth, Jane Austen, Charlotte Brontë, Rudyard Kipling, J.M. Coetzee and Edward Said. Two class meetings per week.

Second semester. Professors Frank and Parham.

38. Major English Writers I. Readings in the poetry and prose of six classic figures from the seventeenth and eighteenth centuries: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel Johnson. Attention given to other writers from the *Norton Anthology of English Literature*, Vol. 1. Three class meetings per week.

Open to first-year students with consent of the instructor. Omitted 2005-06. Professor Pritchard.

39. Major English Writers II: Romantics. Readings in poetry and prose from the late eighteenth and early nineteenth centuries: Edmund Burke, Blake, Coleridge, Wordsworth, Byron, Shelley, Keats, Tennyson, and Matthew Arnold.

Second semester. Professor Pritchard.

40. Victorian Novel I. A selection of mid-nineteenth-century English novels approached from various critical, historical, and theoretical perspectives. In spring 2005 the course focused on novels written around 1848, among them Disraeli's *Sybil*, Gaskell's *Mary Barton*, E. Brontë's *Wuthering Heights*, Dickens's *Dombey and Son*, Trollope's *Barchester Towers*, and Eliot's *Adam Bede*.

Omitted 2005-06. Professor Parker.

41. Victorian Novel II. A selection of late-nineteenth-century British novels approached from a variety of critical, historical, and theoretical perspectives.

Second semester. Professor Parker.

42. The Politics of the Gothic in the English Novel. If the English novel of the eighteenth and nineteenth centuries typically ends in marriage, in novels with gothic elements, a course of terror must first be endured. This course considers the structural and ideological role of the gothic in a range of novels about marriage from this period, using Foucault's work on torture and discipline as a guiding framework. Novels include Ann Radcliffe, *The Italian*, "Monk" Lewis, *The Monk*, Jane Austen, *Northanger Abbey*, Charlotte Brontë, *Villette*, Wilkie Collins, *The Woman in White*, and Bram Stoker, *Dracula*. Two class meetings per week.

First semester. Professor Frank.

43. Modern British Literature, 1900-1950. Readings in twentieth-century writers such as Henry James, Bernard Shaw, Joseph Conrad, D.H. Lawrence, Wyndham Lewis, Ford Madox Ford, Virginia Woolf, Evelyn Waugh, W.H. Auden, Robert Graves, George Orwell, Ivy Compton-Burnett, and Anthony Powell. Three class hours per week.

Not open to first-year students. First semester. Professor Pritchard.

44. Major English Writers III: Victorians. Readings in poets and prose writers from the mid- and late nineteenth century: Tennyson, Browning, Arnold, Swinburne, Hopkins; Carlyle, Newman, Mill, Ruskin, Huxley, Pater. What interest do these canonical writers hold for us now and how can we describe that interest in the language of criticism?

Limited to 40 students. Omitted 2005-06. Professor Pritchard.

46. Poetry 1950-2005. Readings and discussion. The syllabus will include poets from the English-speaking world: Bishop, Lowell, Jarrell, Wilbur, Larkin, Hecht, Merrill, Hill, Clampitt, Walcott, Heaney, and others. In spring 2005 the course concluded with a substantial paper on a book published in 2004 or 2005. Two class meetings per week.

Omitted 2005-06. Professor Sofield.

47. The Rise of the English Novel. Exploring the relations between literary form and socioeconomic change, this course examines the rise of the novel in England in the context of the rise of capitalism. Topics of discussion will include the novels' portrayals of subjectivity, the representation of female experience, the role of servants in the imaginary worlds of novels by ruling-class authors, and the early novel's affinity for and relation to criminality. Novels by Defoe, Richardson, Fielding, Sterne, Burney and Edgeworth.

Omitted 2005-06. Professor Frank.

48. Dangerous Reading: The Eighteenth-Century Novel in England and France. (Also European Studies 36 and French 62.) See European Studies 36.

Omitted 2005-06. Professors Frank and Rosbottom.

49. The Moral Essay. The moral essay is a genre situated somewhere between literature and philosophy, between stories and sermons. "The essay interests itself in the narration of ideas," one critic writes, "in their unfolding." The moral essay is not about morals *per se* but about manners, about the way people live—and die. We will read essays by Montaigne, Bacon, Emerson, and Simone Weil.

Omitted 2005-06. Professor Townsend.

53. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to juniors and seniors and to sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. Second semester. Professor Peterson.

54. "The Linguistic Turn": Language, Literature and Philosophy. "The Linguistic Turn" is a first course in literary and cultural theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this class is not conceived as an introduction to linguistics *per se*. We will be asking, instead, much broader questions about the nature of "language," among them whether there is such a thing, and, if so, why it has come to define for us the nature of our contemporaneity.

Open to juniors and seniors. Omitted 2005-06. Professor Parker.

55. Childhood in African and Caribbean Literature. (Also Black Studies 29.) The course will concentrate on Caribbean authors. It explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors' various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author's perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. First semester. Professor Cobham-Sander.

56. The African American Poet as Archeologist. (Also Black Studies 60.) Some of the stellar African American poets seem "haunted" by various versions of personal, local, cultural, national, and international history. This course focuses on the ways four poets display their particular relationship to history. Poets vary from semester to semester and include such figures as Lucille Clifton, Michael Harper, Robert Hayden, Audre Lorde, Brenda Marie Osbey, Melvin Tolson, and Jay Wright. The writers are usually formalists and employ long forms of poetry. We will concentrate on close reading, contextualize the poetry, pay attention to literary criticism and literary theory, and study the poets' manifestations of inter-textuality.

Preference given to students who have taken a previous course in poetry, such as English 12, Reading Poetry; English 46, Poetry 1950-2005; English 99/Black Studies 37, Caribbean Poetry: The Anglophone Tradition; or Black Studies 54/English 15, Black Music/Black Poetry. First semester. Professor Rushing.

57. Topics in Literary Theory. The topic changes each time the course is taught. To be taught in 2005-06 as English 75, section 04.

First semester. Professor Parker.

58. Modern Short Story Sequences. Although little studied as a separate literary form, the book of interlinked short stories is a prominent form of modern fiction. This course will examine a variety of these compositions in an attempt to understand how they achieve their coherence and what kinds of "larger story" they tell through the unfolding sequence of separate narratives. Works likely to be considered include Lermontov's *A Hero of Our Time*, Hemingway's *In Our Time*, Isaac Babel's *Red Cavalry*, Joyce's *Dubliners*, Sherwood Anderson's *Winesburg, Ohio*, Jean Toomer's *Cane*, Eudora Welty's *Golden Apples*, Gloria Naylor's *Women of Brewster Place*, Raymond Carver's *Cathedral*. The course concludes with a significant independent project on a chosen modern (or contemporary) example of the form and its relation to preceding works.

Limited to 15 students. Preference given to junior and senior English majors. Omitted 2005-06. Professor Peterson.

61. Studies in American Literature. The topic changes each time the course is taught. In fall 2005 the topic will be "Twentieth-Century American Indian Literature." Before the twentieth century American Indian writing took the form of sermons, political statements, journalism, or a few remarkable autobiographies. But there was little in the way of poetry, short stories, or novels. Especially since the 1960s Indian writing has enjoyed what has been called a "renaissance," and there are a number of Indian writers who stand among the first ranks of American writers. We will attempt as comprehensive a survey as possible of the major American Indian writers since 1960 across all genres, writers such as Louise Erdrich, James Welch, Gerald Vizenor, Leslie Marmon Silko, Linda Hogan, and Sherman Alexie. In addition the course will begin with a brief look at Indian writers of the first half of the twentieth century: Charles Eastman, John J. Mathews, and Darcy McNickle.

First semester. Professor O'Connell.

62. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States. The topic changes each time the course is taught.

In fall 2005 the topic will be "Writing and Reform." This course will treat literature as a response to and even in some cases a participant in the reforming ferment of the antebellum period. The writings of Rebecca Harding Davis, Emily Dickinson, Frederick Douglass, Fanny Fern, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, David Walker, Walt Whitman, Harriet Wilson, and Hannah Crafts will be read in conjunction with historical discussions and documents on temperance, moral reform, abolition, labor and women's rights. Such an approach should help us assess how these manifold efforts to reform American society influenced the intellectual climate of the period, affecting both the themes and style of American literature. Conversely, we will go on to ask how these literary texts worked to change the way that political and social issues were understood. The Pioneer Valley is rich in archival resources, providing an opportunity to work with original nineteenth-century reform documents. Students' final projects will draw in part on such archival findings.

Recommended requisite: English 61. Not open to first-year students. First semester. Professor Sánchez-Eppler.

64. Realism and Modernism. A study of the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century. Readings from the work of Howells, James, Twain, Crane, Dreiser, Chopin, Chesnutt, Stein, Hemingway, Toomer, Larsen, and Faulkner. Three class hours per week.

Omitted 2005-06. Professor Townsend.

65. Caribbean Literature: Home and Away. (Also Black Studies 31.) Beginning with what constitutes the Caribbean, this course examines representations of the complex and vexed connections between Caribbean nations like Antigua, Barbados, Grenada, Haiti, Jamaica, and Trinidad and such former (and present) political, economic, and cultural colonizers as Canada, France, Great Britain, and the United States. In addition to examining themes like education, gender ideology, migration, and tourism, we will note the presence of African survivals and the ways literary presentations of the Caribbean have changed over time. Close readings of the writer's language and narrative strategies, and the rhetorical device of intertexuality by which texts "talk" to other texts, will be central to our study. Our reading will be culled from such books as Opal Palmer Adisa's *Bake-Face and Other Guava Stories*, Edwidge Danticat's *Breath, Eyes, Memory*, Jamaica Kincaid's *A Small Place*, George Lamming's *In the Castle of My Skin*, Caryl Phillips' *Cambridge*, Jean Rhys' *Wide Sargasso Sea*, and Derek Walcott's *Sea Grapes*.

Omitted 2005-06. Professor Rushing.

66. Studies in African American Literature. (Also Black Studies 39.) The topic changes each time the course is taught.

Limited to 20 students. Omitted 2005-06.

67. "Past the Last Post": New African Writing. (Also Black Studies 40.) To be taught in 2005-06 as English 75, section 04. See English 75, section 04.

Second semester. Professor Rushing.

68. Democracy and Education. The focus of the course will be on education within the United States. From the earliest days of the new republic Americans have linked the prospects of democracy with the quality and extent of educational opportunity. Two fundamental and contradictory questions, however, have shaped nearly every controversy: 1. Should education be a competitive system to establish and legitimate a hierarchy of merit? or 2. Should schools focus on the fullest development of each student so as to enable her or him to participate equally in a democratic society by contributing from her or his individual gifts and differences? Finally, another key and virtually silent assumption has shaped these debates: that schools are the primary generators of equality or inequality. One might argue that this assumption has functioned to help Americans evade greater and more substantial sources of inequality such as the corporate order, housing, access to medical care, and many others.

The course will not seek to resolve these questions, but to explore how the different assumptions involved structure what can be taught and learned and by whom. The texts for the course will range across a number of disciplines: philosophy, cognitive psychology, literature, sociology, and political science and theory. John Dewey's *Democracy and Education* will be the framing text. Each student, in addition to the usual classroom work at Amherst, will undertake a placement in local schools for three to four hours weekly observing as many aspects as possible of the culture of a school. Two class meetings per week.

Requisite: English 06 or an equivalent course. Limited to 20 students. First semester. Professor O'Connell.

70. African American Autobiographies: A Survey. (Also Black Studies 26.) See Black Studies 26.

First semester. Professor Rushing.

71. Written in English: An Introduction to Postcolonial Literature. This seminar is an introduction to what is generally known as postcolonial literature—literature written by the inhabitants of countries formerly colonized by other, often European, nations. In spring 2004 we mainly focused on former members of the British Empire, on literary works that, despite originating in very different geographies, nonetheless share a language. Beginning with the idea that texts written in English can come from many places in the world, we will then look for other kinds of similarities, namely questions of power, identity, and loss. We will also pay particular attention to the kinds of literary and cultural representations of "history and its futures" that are the hallmarks of postcolonial literature. Some of the texts we may encounter this semester include novels like Rhys' *Wide Sargasso Sea* (Dominica), Armah's *The Beautyful Ones are Not Yet Born* (Ghana), and Sidhwa's *Cracking India* (Pakistan); films like Gibson's *Braveheart* (U.S./Scotland) and Law's *The Floating Life* (Hong Kong/Australia); and Friel's short play, *Translations* (Ireland).

Limited to 15 students. Omitted 2005-06. Professor Parham.

72. Readings in American Fiction, 1950-2000. The main writers to be read in this course have been characterized by one unfriendly critic as Phallic Narcissists: Saul Bellow, Norman Mailer, John Updike, Philip Roth. Their work, fiction and non-fiction, will be considered along with that of younger contemporaries such as Robert Stone, Richard Ford, Sue Miller, Nicholson Baker. Three class hours per week.

Not open to first-year students. Omitted 2005-06. Professor Pritchard.

73. "This New Yet Unapproachable America": A Survey of Asian American Writing. Emerson's phrase speaks, as fully now as when he wrote it, to the constant remaking of American literature and culture by the coming together in the United States of many different peoples. It also indicates how integral a part of American literature Asian American writing necessarily is. Only recently, however, have scholars and critics begun to discover and write about Asian American literature. This body of writing is extensive, rich, and diverse. Somewhat problematically, the term "Asian American" gathers under one heading the substantially different histories of people originally from many parts of the continent. The primary aim of the course is to introduce students to the range and abundance and quality of Asian American writing from the poems in Chinese left on the walls at Angel Island to the postmodern stories of Jessica Hagedorn.

Not open to first-year students. Recommended: English 61. Second semester. Professor O'Connell.

SEMINARS IN ENGLISH STUDIES. These courses all emphasize independent inquiry, critical and theoretical issues, and extensive writing. They are normally open only to juniors and seniors and limited to 15 students. Preference is given to declared English majors in their junior year, who are strongly advised to elect 75 then and not later. Although this seminar is a requirement for the major, the Department cannot guarantee admission to seniors in their second semester.

The Department offers at least three sections of English 75 each semester. Each instructor will specify appropriate requisites.

75. Seminar in English Studies. Four sections will be offered in the first semester, 2005-06.

01. TEXTUALITIES. This course will examine early to mid-twentieth-century lesbian writing, some of it quite experimental and some of it not at all so. Our concerns will emerge out of that very difference. What do form and style allow or deny? How does a narrative of the sexual shape its telling? In what ways have literary style and political agenda been bedfellows? We will read novels, letters, short stories, and critical essays. Students will be expected to make a seminar presentation and to write three papers, one of length. Two class meetings per week.

Professor Barale.

02. *FILM NOIR*. This seminar will examine the intense period of film production and film stylization in America between 1942-1959 known as the period of *Film Noir*. There will be some survey of the literary and sociological

background to *Noir*, but emphasis will be placed on a reading of the films. The innovation in cinematic language, the creation of a specific mood and situations of moral complexity, the ambiguity of the hero and the birth of the *femme fatale*: these are some of the themes that we will consider in determining how these films function both as documents of post-war American culture and as critiques of that culture. Wider questions will be raised about the difference between the art film and the "B" film, the official death of *Film Noir* and the rise of Neo-*Noir*, European *Noir*, *Noir* on TV. The development of the genre will be studied through works by Wilder, Lewis, Welles, Huston, Fuller, Aldrich, Coppola. Readings will include essays by the French film critics who gave the style its name, works of film criticism, and essays on lighting by a cinematographer of the period.

Visiting Professor Duerfahrd.

03. MEMORY, HAUNTING, AND MIGRATION IN CONTEMPORARY AMERICAN NOVELS BY WOMEN. At the beginning of Joy Kogawa's *Obasan*, the narrator wonders, "If I could follow the stream down and down to the hidden voice, would I come at last to the freeing word?" This class takes as its topic the many ways American female authors have written about memory—memories of the past as well as of other places, about memories that refuse to be surfaced and memories that are at times not even of their protagonists' own lives. How, for instance, do writers portray the ways painful pasts have influenced their characters' identities? Or what it means to suffer for a past whose details one does not even know? Is the "truth" freeing, or does overcoming the hidden and silent increase memory's burdens? What are some of the possibilities and limitations of portraying what are often traumatic experiences in the novel form? And can "trauma" even mean the same thing across ethnic experiences? With such questions in mind, we will look specifically at novels concerned with two of the foundational experiences of American civilization, slavery and migration, and at the pervasive problems of longing, disjuncture, and displacement endemic to such experiences. Authors we may read in this cross-cultural course include Maxine Hong Kingston, Edwidge Danticat, Alesia Perry, and Cristina Garcia.

Professor Parham.

04. MARXISM AND PSYCHOANALYSIS. An introduction to writings by Karl Marx and Sigmund Freud that, in their radical understandings of unconscious motivation, revolutionized the interpretation of art and literature. In addition to classic texts by Marx and Freud, we will be reading works by their followers along with novels by Balzac, James and others to assess the possibilities and limits of materialist and psychoanalytic criticisms.

A previous course in literary or cultural theory would be helpful. Professor Parker.

75. Seminar in English Studies. Five sections will be offered in the second semester, 2005-06.

01. CHAUCER: *THE CANTERBURY TALES*. We will read through *The Canterbury Tales* paying close attention to Chaucer's poetic and narrative achievements. We will also examine some of the social and literary contexts of Chaucer's mature style. Emphasis in class will be on reading Chaucer aloud as poetry and on the close hearing of ironic tones. Discussion and writing will focus on selected major problems in the interpretation of Chaucer. Two class meetings per week.

Requisite: English 30 or another college-level course in Chaucer. Professor Chickering.

02. AMERICANS IN PARIS. The story of American writers, artists, and musicians who lived and worked in Paris can be imagined as a drama in two acts. After a prologue in which Henry James imagines Paris as a shimmering contrast to the shabby town of Woolett, Massachusetts, Act I, set in the Twenties, brings Ernest Hemingway, F. Scott Fitzgerald, and Gertrude Stein to center stage. Act II, set in the postwar years, belongs to African American writers: Richard Wright, James Baldwin, and Chester Himes. Although the spotlight is on the writers, there are supporting roles for painters (Gerald Murphy), photographers (Man Ray), dancers (Josephine Baker), and musicians (Sidney Bechet). There is also a kind of epilogue in which the French present their view of Americans in Paris. Foremost among the questions to be asked is this: how did their experience as "exiles abroad" alter and complicate these Americans' sense of their national, racial, sexual and professional identities? Three class meetings per week.

Professor Guttmann.

03. FAULKNER AND MORRISON. William Faulkner and Toni Morrison are generally understood as two of the most important writers of the twentieth century, and indeed, the work of each is integral to American literature. But why are Morrison and Faulkner so often mentioned in the same breath—he, born in the South, white and wealthy, she, the daughter of a working-class black family in the Midwest? Perhaps it is because in a country that works hard to live without a racial past, both Morrison's and Faulkner's work bring deep articulation to the often unseen, and more commonly—the unspeakable. This class will explore the breadth of each author's work, looking for where their texts converge and diverge. As we will learn how to talk and write about the visions, dreams, and nightmares—all represented as daily life—that these authors offer.

Professor Parham.

04. "PAST THE LAST POST": NEW AFRICAN WRITING. (Also Black Studies 40.) The best known Anglophone African novel is Nigerian Chinua Achebe's masterful *Things Fall Apart* with its depiction of the tragic collision between a "traditional" African society and the political, economic, and cultural colonizing power of Great Britain; a rich and richly varied body of literature belongs to this category. The next generation, represented in works like Ayei Armah's *The Beautiful Ones Are Not Yet Born* from Ghana and Ngugi's *Petals of Blood* from Kenya, presents the problems of postcolonial Africa in a range of styles that includes both social and magical realism. In their various ways, the texts for this course depart from both those traditions and are difficult to subsume under the rubric of postcolonial theory. Our study of *Welcome to Our Hillbrow* by South Africa's Phaswane Mpe, *The Stone Virgins* by Zimbabwe's Yvonne Vera, *Sozaboy: A Novel in Rotten English* by Nigeria's Ken Saro-Wiwa, *Kisalo and His Fruit Garden* by Kenya's David Maillu, and *Maps* by Somalia's Nuruddin Farah will focus on the ways these heirs to earlier African fiction sidestep what African American critic and theorist Barbara Christian called "The Race for Theory," take on language as a central concern, and are both self-reflexive and ludic.

Professor Rushing.

05. THE UNPRINTED PAGE: WORKING WITH MANUSCRIPTS. This course will focus on the manuscript culture of nineteenth- and early twentieth-century

America, using manuscripts as a means of thinking about the act of writing, the implications of audience and publication, and the relations between the private and public word. We will study the private forms of diaries and letters. We will look at the traces of the writing process in manuscripts of ultimately published works—the window into the literary creation that manuscripts provide. We will also confront the problems raised by literary work that was never published during its author's lifetime, heedful of the questions of social propriety and power that often inform what can and can't be published. Texts will include Julia Ward Howe's *The Hermaphrodite,* a "closet" manuscript of sexual indeterminancy written in the 1840s and only published in 2004; Hannah Crafts' *The Bondswoman's Tale,* a manuscript novel probably written in the late 1850s by a fugitive slave and first published in 2002; the manuscript books of Emily Dickinson; the record of emendations in the manuscript of T.S. Eliot's *The Wasteland;* and works like Edgar Allan Poe's "MS. Found in a Bottle" and Henry James' *The Aspern Papers* that tell anxious tales about manuscripts. Students will make use of rich local archives to do some manuscript recovering of their own.

Professor Sánchez-Eppler.

76. Old English and *Beowulf*. This course has as its first goal the rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poems, such as *The Wanderer* and *The Battle of Maldon*, will be read in the original, with emphasis on literary appreciation as well as linguistic analysis. After that, our objectives will be an appreciation of *Beowulf* in the original, through the use of the instructor's dual-language edition, and an understanding of the major issues in interpreting the poem. Students will declaim verses and write short critical papers. Three class hours per week.

Open to first-year students with consent of the instructor. First semester. Professor Chickering.

82. Production Workshop in the Moving Image. This course will introduce students to media criticism and production. Students will gain experience in basic pre-production, production and post-production techniques and will learn to think about and look critically at the moving image. Course requirements include the completion of two short video assignments and one longer final project. The course will include workshops in videography, writing for the moving image, narration and sound recording, and non-linear editing.

Limited to 15 students. Admission with consent of the instructor. Second semester. Professor to be named.

83. The Non-Fiction Film. The study of a range of non-fiction films, including (but not limited to) the "documentary," ethnographic film, autobiographical film, the film essay. Will include the work of Eisenstein, Vertov, Ivens, Franju, Ophüls, Leacock, Kopple, Gardner, Herzog, Chopra, Citron, Wiseman, Blank, Apted, Marker, Morris, Joslin, Riggs, McElwee. Two film programs weekly. Readings will focus on issues of representation, of "truth" in documentary, and the ethical issues raised by the films.

Limited to 25 students. First semester. Senior Lecturer von Schmidt.

84. Topics in Film Study. The topic changes each time the course is taught. In spring 2006 the topic will be "*Bad* Films." This course is devoted to examining the "other end" of the great film spectrum and exploring what we can learn from bad movies, the poorly dubbed and unconvincing trash that is usually projected at drive-ins, not in classrooms. Some questions we will raise include: Is taste in film similar to taste in other cultural expressions, and is our taste always our own? How are the processes of audience participation/identification different in the case of bad films? How does film challenge our normative distinctions of high/low and good/bad? We will critically reassess terms like "budget," "prequel," and "schlock." We will review auteur theory in order to assign blame and responsibility. Wood, Meyer, Wishman, Spielberg, Gordon, and Waters will provide our canon. Camp, kitsch, spaghetti westerns, sci fi from the 50s, and driver's ed films will be served.

Requisite: a previous course in film study. Second semester. Visiting Professor Duerfahrd.

85. Proust. A critical reading in English translation of substantial portions of Marcel Proust's great work of fiction and philosophy, *A la Recherche du temps perdu* (known now in the revised Scott-Moncrieff translation as *In Search of Lost Time*). While students will be encouraged to read the whole of the work, class discussion and exercises will concentrate on major sections, mainly from *Swann's Way, The Guermantes Way, Sodom and Gomorrah,* and *Time Regained.* Some attention will be given to other writing by Proust and to the tradition of critical commentary in English on Proust's work and its place as a document of European modernism. Two class meetings per week.

Recommended: prior study in nineteenth- or early twentieth-century English or French novel. Not recommended for first-year students. First semester. Professor Cameron.

86. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and some portions of *Finnegans Wake.* Two class meetings per week.

Not open to first-year students. Omitted 2005-06. Professor Cameron.

TUTORIALS. Independent work under the guidance of a tutor.

87. Senior Tutorial. Open to senior English majors who wish to pursue a self-defined project in reading and writing. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

Admission with consent of the Department. Preregistration is not allowed. First or second semester.

88. Senior Tutorial. A continuation, where appropriate, of English 87. Students intending to continue independent work are required to submit to their tutorial advisor, no later than the first day of classes of the second senior semester, a five-page prospectus describing in detail the shape of the intended project along with a substantial writing sample from the work completed in English 87. If he or she approves, the advisor will forward these materials, along with a recommendation, to the Department.

Admission with consent of the Department. Preregistration is not allowed. First or second semester.

87D, 88D. Senior Tutorial. This form of the regular course in independent work for seniors will be approved only in exceptional circumstances.

First and second semesters.

89. Production Seminar in the Moving Image. The topic changes each time the course is taught.

Not open to first-year students. Requisite: English 82. Admission with consent of the instructor. (Contact English Department before Registration.) Limited enrollment. Omitted 2005-06.

91. The Grammar of English. An examination of the structure and history of English grammar through descriptive and exemplary readings. Students will analyze their own sentences and those of literary and non-literary texts, with special attention to the relationship between syntax and style. Topics will include gender differences in usage, ethnic and regional grammars, comparisons with grammars other than English, and the social uses of prescriptive grammar. Literary selections will be from such writers as Dr. Johnson, James, Hemingway, Dickinson, Faulkner, Hopkins, Baldwin, Gibbon, Stein, and Brooks. Media and popular culture will also provide examples. Two class meetings per week.

Open to juniors and seniors. Non-English majors are welcome. Requisites: One English course numbered 01 through 20 and one upper-level English course; exceptions by consent of the instructors. Omitted 2005-06. Professors Barale and Chickering.

92. Photography and the Photographic. This course surveys the history of photography: its origins, movements, styles, and artist figures. We will explore the range of personal and political purposes of the photograph in documentary, crime scenes, medicine, legal identity, portraiture, war reportage, aerial surveillance, colonization, pornography, journalism, and advertisement. Particular attention will be given to the work of Atget, Nadar, Anonymous, Weegee, Cartier-Bresson, Stieglitz, Frank, Winogrand, Kruger, Arbus, and Mapplethorpe. Periods under examination include the New Realism, the Photo-Secession, Surrealism, Postmodernism, and the Direct Style. The specific goal of the class will be for students to discover a way to relate to photographs and to develop ways of speaking and writing about them. Works by Sontag, Benjamin, Barthes, and writings by the photographers will help us learn to understand the photographic moment in an analytical and creative fashion. The more general ambition of the class will be to explore questions of evidence, blur, focus, the caption, memory and nostalgia. We will raise these issues through our investigation of both the evolution of photography and of other media in which the photographic effect is readable: in painting (the photo-realists, Warhol and Richter), film (Antonioni, Marker, and Farocki), and literature (Sebald and Breton).

Second semester. Visiting Professor Duerfahrd.

94. Expatriate Poets. Readings of poets who have chosen to live in a culture other than their own, with an emphasis on T.S. Eliot in London, Elizabeth Bishop in Brazil, Thom Gunn in California, and Agha Shahid Ali in New England. Two class meetings per week.

Second semester. Writer-in-Residence Hall.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

99. Caribbean Poetry: The Anglophone Tradition. (Also Black Studies 37.) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

Omitted 2005-06. Professor Cobham-Sander.

RELATED COURSES

Short Stories from the Black World. See Black Studies 23.
Second semester. Professor Rushing.

The Folger First-Year Seminar: Renaissance Marvels. To be taught as First-Year Seminar 4.
First semester. Professors Bosman and Courtright.

Big Books. To be taught as First-Year Seminar 18.
First semester. Professor Parker.

Tolstoy. See Russian 28.
First semester. Professor Peterson.

Arguing about Gender. See Women's and Gender Studies 36.
First semester. Professors Barale and Olver.

EUROPEAN STUDIES

Advisory Committee: Professors Barbezat, Bezucha, Brandes, Caplan, Chickering, Courtright, Czap, Damon (Chair), de la Carrera, Doran*, Griffiths, Hewitt‡, Hunt, Machala, Maraniss, Marx, Mehta, Rabinowitz, Rockwell, Rogowski, Rosbottom‡, Sinos, Stavans, and Tiersky; Associate Professor Staller*; Assistant Professors Epstein, Gilpin, Katsaros, Rossi‡, and Schneider; Senior Lecturer Schütz.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies 77D or 78D), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances, a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the senior year

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*On leave 2005-06.
‡On leave second semester 2005-06.

he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with Departmental Honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges.

21. Readings in the European Tradition I. Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad* and *Odyssey*, selected Greek tragedies, selected dialogues of Plato, Virgil's *Aeneid*, selections from the *Bible*, Augustine's *Confessions*, and Dante's *Divine Comedy*. Three class meetings per week.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages. Required of European Studies majors. Limited to 25 students. Omitted 2005-06.

22. Readings in the European Tradition II. Reading and discussion of writings and art that have contributed in important ways to the definition of the European imagination. Previous readings have included Cervantes' *Don Quixote*, plays of Shakespeare, Montaigne's *Essays*, Racine's *Phaedra*, Molière's *Tartuffe*, Descartes' *Discourse on Method*, Rousseau's *Discourse on the Origin of Inequality*, Voltaire's *Candide*, selected poems of Wordsworth, Marx's *Communist Manifesto*, Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Thomas Mann's *Death in Venice*, and others. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of Europe from the Renaissance to the twenty-first century. Two class meetings per week.

Suggested requisite: European Studies 21. Required for European Studies majors. Omitted 2005-06.

24. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. First semester: Professor Maraniss. Second semester: Professor Ciepiela.

26. Medea: Metamorphoses of a Myth. (Also Women and Gender Studies 14.) Beginning with Euripides' tragedy Medea has continued to occupy the European mind mainly in dramatic treatments by male authors (Seneca, Corneille, Grillparzer, Anouilh, and Heiner Müller). As multiple "outsider"—woman, foreigner, sorceress, demi-goddess, abandoned wife—Medea embodies "otherness" in manifold ways: she is the representative of the conflict between barbarism and civilization, between the supernatural and the natural, the magical and the commonsensical, madness and reason. Recently, women authors like Christa

Wolf have entered the debate, aiming to reclaim Medea as one of the repressed voices of femininity. Our approach will be interdisciplinary in nature: in addition to reading dramatic texts and background material, we will explore the transformations of the Medea myth in the European tradition in the fine arts (Vanloo, Delacroix, Anselm Feuerbach), in dance (Martha Graham, the Bolshoi Ballet), sample the operas of Cherubini and Charpentier, and view the films by Pasolini, Ula Stöckl, and Lars von Trier, as well as a priceless B-movie masterpiece, Don Chaffey's *Jason and the Argonauts*.

Readings will be in English. Students who know any of the foreign languages represented are encouraged to read the material in the original.

Limited to 25 students. Omitted 2005-06. Professor Rogowski.

27. Isaac Bashevis Singer. A survey of the life and work of the Yiddish writer. The course will place Singer's work against the tapestry of its time, from his religious upbringing in pre-WWI Poland to his apprenticeship as a journalist and translator in the 1930s, his debut novel, *Satan in Goray*, his immigration to the United States, and his subsequent transformation into an American icon. Students will explore Singer's vast oeuvre, focusing especially on his stories. His theater and film experiments, as well as his stories for children, will also be explored. Singer's contribution will be analyzed in the context of Yiddish, Jewish, European, and American literatures. Taught in English.

Omitted 2005-06. Professor Stavans.

31. Art and Desire in 18th-Century European Culture. (Also Fine Arts 89.) See Fine Arts 89.

Omitted 2005-06. Professors Courtright and Rosbottom.

32. Sephardic Literature. (Also Spanish 34.) See Spanish 34.

Omitted 2005-06. Professor Stavans.

35. Culture and Politics in 20th-Century Europe. (Also Political Science 72.) See Political Science 72.

Second semester. Professor Tiersky.

36. Dangerous Reading: The 18th-Century Novel in England and France. (Also English 48 and French 62.) Why was reading novels considered dangerous in the eighteenth century, especially for young girls?

This course will examine the development, during this period, of the genre of the novel in England and France, in relation to the social and moral dangers it posed and portrayed. Along with the troublesome question of reading fiction itself, we will explore such issues as social class and bastardy, sexuality and self-awareness, the competing values of genealogy and character, and the important role of women—as novelists, readers, and characters—in negotiating these questions. We will examine why the novel was itself considered a bastard genre, and engage formal questions by studying various kinds of novels: picaresque, epistolary, gothic, as well as the novel of ideas. Our approach will combine close textual analysis with historical readings about these two intertwined, yet rival, cultures, and we will pair novels in order to foreground how these cultures may have taken on similar social or representational problems in different ways. Possible pairings might include Prévost and Defoe, Laclos and Richardson, Voltaire and Fielding, Sade and Ann Radcliffe. French novels will be read in translation. Two class meetings per week.

Omitted 2005-06. Professors Frank and Rosbottom.

37. Music and Culture I. (Also Music 21.)

First semester. Professor Schneider.

38. Art and Architecture of Europe, 1400-1800. (Also Fine Arts 35.) See Fine Arts 35.

Second semester. Professor Courtright.

40. Topics in Fine Arts. (Also Fine Arts 92, topic 1.) **Art and Political Identity In and Out of French Courts.** See Fine Arts 92, topic 1.

Second semester. Professor Courtright.

50. Cityscapes: Imagining the European City. Cities, the largest human artifact, have been at the center of Europeans' relationships with nature, gods, and their own kind since their first appearance. With the advent of capitalist energy, the European city went through radical change. The resultant invention, re-invention and growth of major metropolises will be the focus of this course.

We will discuss histories and theories of the city and of the urban imagination in Europe since the 18th century. Focusing primarily on Paris, we will consider as well London, Rome, and St. Petersburg among others, and the counter-example of New York City. We will study examples of city planning and mapping, urban architecture, film and photography, painting, poetry, fiction, and urban theory. And, we may study Atget, Baudelaire, Bely, Benjamin, Calvino, Dickens, Rilke, Truffaut, Whitman, Zola, and others.

Questions addressed will include: To what extent do those who would "improve" a city take into account the intangible qualities of that city? How do the economics of capital compromise with the economics of living? How does the body—healthy and unhealthy—interact with the built environment? How and why does the imagination create an "invisible city" that rivals the "real" geopolitical site?

Members of the seminar will begin extensive research projects early in the semester, and report regularly on their progress in class and smaller groups. These projects will make use of the tools of historiography, political science, or literary and visual analysis. They will provide a prospect from which a city or group of cities may be seen and understood anew. One class meeting per week, and smaller bi-weekly meetings with the instructor. This is an upper-level course.

Admission with consent of the instructor. Limited to 16 students. First semester. Professor Rosbottom.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Also Fine Arts 56.) See Fine Arts 56.

First semester. Professor Courtright.

77, 77D, 78, 78D. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

Modernism and Its Discontents. See German 32. Taught in German.

First semester. Professor Brandes.

German Drama of the Twentieth Century. See German 38. Taught in German.

Second semester. Professor Rogowski.

Popular Cinema. See German 44.

Omitted 2005-06. Professor Rogowski.

Weimar Cinema: The "Golden Age" of German Film. See German 47.

Omitted 2005-06. Professor Rogowski.

Joyful Apocalypse: Vienna Around 1900. See German 51. Taught in English. First semester. Professor Rogowski.

Kafka, Brecht, and Thomas Mann. See German 52. Taught in English. Second semester. Professor Brandes.

Nietzsche and Freud. See German 54. Taught in English. Second semester. Professor Rogowski.

Performance. See German 60. Omitted 2005-06. Professor Gilpin.

Traumatic Events. See German 63. Omitted 2005-06. Professor Gilpin.

Architectures of Disappearance. See German 64. Taught in English. Second semester. Professor Gilpin.

Making Memorials. See German 65. Taught in English. First semester. Professor Gilpin.

For other related courses, see the offerings in European areas in the Departments of Classics, Economics, English, Fine Arts, French, German, History, Music, Philosophy, Political Science, Religion, and Spanish.

FILM AND VIDEO ARTS

The study of Film and Video Arts examines the history, theory, and practice of the moving image. The field of Film and Video Arts has emerged in recent decades as a distinct area of serious academic study coming from broadly interdisciplinary perspectives, and at Amherst College this area of study is coordinated interdepartmentally. Although there is no formal department, nor is there a major, faculty from numerous departments across the college regularly offer courses in Film and Video Arts. An historical approach to film and video considers the development of international cinema from the silent era to its transformation in video and its future in digital culture. A theoretical approach reflects on the way conceptions of identity, aesthetics, subjectivity, and ontology may be shaped by cinema and video. These approaches engage discussions in such disciplines as philosophy, social and literary theory, area studies, language study, visual culture, theater and dance, anthropology, and gender studies. The practice of constructing moving images in film and video includes considerations of narrative, non-narrative and experimental structures, camera motion, editing techniques, sound design, mise-en-scene, and digital technologies. The issues of composition and aesthetics that underlie film and video practice illuminate in crucial ways many concerns that also emerge from historical or theoretical discussions of the moving image.

Students who participate in courses in Film and Video Arts find that this field is in active dialogue with different aspects of a liberal arts curriculum. Coursework in Film and Video Arts challenges and transforms the way students regard and react to the moving image beyond its most popular and widely circulated forms. The courses usually involve regular screenings outside of the scheduled class time, plus substantial reading and/or composition assignments. Some courses contain a strong component of film or video study in relation to other kinds of primary texts.

The course offerings for 2005-06 include the following courses:

2005

Responding to Film. See English 01, section 05.
First semester. Professor Cameron.

Introduction to the Study of Film. See English 20.
First semester. Visiting Professor Duerfahrd.

Screenwriting. See English 24.
First semester. Visiting Lecturer Johnson.

Film Noir. See English 75, section 02.
First semester. Visiting Professor Duerfahrd.

The Non-Fiction Film. See English 83.
First semester. Senior Lecturer von Schmidt.

Performance Studio. See Theater and Dance 62.
First semester. Professor Woodson.

2006

The Supernatural in Japanese Fiction, Film and Animation. See Asian 42.
Second semester. Professor Caddeau.

Film and Writing. See English 19.
Second semester. Senior Lecturer von Schmidt.

Production Workshop in the Moving Image. See English 82.
Second semester. Professor to be named.

Topics in Film Study. "Bad" Films. See English 84.
Second semester. Visiting Professor Duerfahrd.

Photography and the Photographic. See English 92.
Second semester. Visiting Professor Duerfahrd.

The Changing Images of Blacks in Film. See Theater and Dance 27 (also Black Studies 18).
Second semester. Professor Mukasa.

Video and Performance. (Advanced Production.) See Theater and Dance 50.
Second semester. Professor Woodson.

FINE ARTS

Professors Abiodun (Chair), Clark‡, Courtright, Keller, Morse, R. Sweeney, and Upton; Associate Professor Staller*; Visiting Artist-in-Residence Ewald; Visiting Assistant Professors Garand and Kimball; Visiting Lecturers Gloman and Trilling.

Introduction to the Department. Courses which introduce a student to the Department include, in the practice of art, Fine Arts 2—*Practice of Art*; and Fine Arts 4—*Basic Drawing*; and in the history of art, Fine Arts 1—*Introduction to the History of Western Art*; Fine Arts 32—*Art and Architecture of Europe from 300 to 1500 C.E.*, Fine Arts 35—*Art and Architecture of Europe from 1400-1800*, Fine Arts 37—*American Art and Architecture, 1600-Present*; Fine Arts 45—*The Modern World;*

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*On leave 2005-06.
‡On leave second semester 2005-06.

Fine Arts 47—*Arts of China;* Fine Arts 48—*Arts of Japan;* Fine Arts 49—*Survey of African Art.*

Major Program. The Fine Arts major offers the broadest possible means for developing a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through an integrated engagement in the Fine Arts.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 2, Practice of Art, is required; however, majors who take Painting I, Sculpture I and Basic Drawing will be exempt from Fine Arts 2. Majors must take at least one of the following introductory courses in the history of art: Fine Arts 32—*Art and Architecture of Europe from 300 to 1500 C.E.;* Fine Arts 35—*Art and Architecture of Europe from 1400 to 1800;* Fine Arts 37—*American Art and Architecture, 1600 to Present;* Fine Arts 45—*The Modern World;* Fine Arts 47—*Arts of China;* Fine Arts 48—*Arts of Japan;* Fine Arts 49—*Survey of African Art.* With departmental permission, majors may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, etc.) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (e.g., GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

Course Levels in the Department of Fine Arts. The Fine Arts curriculum is designed to direct students through studio and history of art courses at increasing levels of complexity. Introductory level courses assume no previous experience.

Departmental Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

INTRODUCTION TO THE FINE ARTS

01. Introduction to the History of Western Art. An introduction to works of art as the embodiment of cultural, social and political values from ancient civilizations to the present. Students will analyze a selected number of paintings, sculptures, and buildings from a broad range of perspectives. Two lectures per week.

Limited to 80 students. Omitted 2005-06. Professor Staller.

PRACTICE OF ART: INTRODUCTORY COURSES

02. Practice of Art. An introduction to two-dimensional and three-dimensional studio disciplines with related lectures and readings. Historical and contemporary references will be used throughout the course to enhance and increase the student's understanding of the visual vocabulary of art. How the comprehension of differing visual practices directly relates to personal investigations and interpretations within the covered disciplines of drawing, sculpture, painting, photography and printmaking. This includes applying elements of composition, weight, line, value, perspective, form, spatial concerns, color theory and graphics. Work will be developed from exercises based on direct observation and memory, realism and abstraction. Formal and conceptual concerns will be an integral aspect of the development of studio work. Class time will be a balance of lectures, demonstrations, exercises, discussions and critiques. Weekly homework assignments will consist of studio work and reading assignments. Two two-hour class sessions per week.

Limited to 35 students. Second semester. Visiting Professor Garand and Visiting Lecturer Gloman.

04. Basic Drawing. An introductory course in the fundamentals of drawing. The class will be based in experience and observation, exploring various techniques and media in order to understand the basic formal vocabularies and conceptual issues in drawing; subject matter will include still life, landscape, interior, and figure. Weekly assignments, weekly critiques, final portfolio. Two three-hour sessions per week.

Each section limited to 20 students. Two sections will be taught first semester. Section 01: Visiting Professor Garand. Section 02: Visiting Lecturer Gloman. Second semester. Section 01: Visiting Lecturer Gloman.

PRACTICE OF ART: MIDDLE-LEVEL STUDIO COURSES

13. Printmaking I. An introduction to intaglio (metal plate) printmaking that introduces the student to drypoint, engraving, and a variety of etching processes. Particular attention will be paid to the interrelationiship between the repeatable nature of prints and the unique character of drawings and the notion of printmaking as an extension and codification of drawing procedures. Regular class discussions and critiques will be held.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 12 students. First semester. Visiting Professor Garand.

14. Sculpture I. An introduction to the practice of sculpture in a contemporary and historical context. A series of directed projects will address various material and technical processes such as construction, modeling, casting and carving. Other projects will focus primarily on conceptual and critical strategies over material concerns. By the end of the course, students will have developed a strong understanding of basic principles of contemporary sculpture and have acquired basic skills and knowledge of materials and techniques. Further, students will be expected to have formed an awareness of conceptual and critical issues in current sculptural practice, establishing a foundation for continued training and self-directed work in sculpture and other artistic disciplines. Two three-hour class meetings per week.

Requisite: Fine Arts 02 or 04 or consent of the instructor. Limited to 14 students. First semester: Sections 01 and 02. Second semester: Section 01. Professor Keller.

15. Painting I. An introduction to the fundamentals of the pictorial organization of painting. Form, space, color and pattern, abstracted from nature, are explored through the discipline of drawing by means of paint manipulation. Slide lectures, demonstrations, individual and group critiques are regular components of the studio sessions. Two three-hour meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

18. Photography I. An introduction to black-and-white still photography. The basic elements of photographic technique will be taught as a means to explore both general pictorial structure and photography's own unique visual language. Emphasis will be centered less on technical concerns and more on investigating how images can become vessels for both ideas and deeply human emotions. Weekly assignments, weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice. Two three-hour meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 12 students. First and second semesters. Visiting Professor Kimball.

PRACTICE OF ART: UPPER-LEVEL STUDIO COURSES

22. Drawing II. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

23. Advanced Studio Seminar. A studio course that will emphasize compositional development by working from memory, imagination, other works of art and life. The use of a wide variety of media will be encouraged including, but not limited to, drawing, painting, printmaking and collage. Students will be required to create an independent body of work that explores an individual direction in pictorial construction. In addition to this independent project, course work will consist of slide lectures, individual and group critiques, in-class studio experiments and field trips.

Requisite: Drawing II, Painting II or Printmaking II. Limited to 8 students. Second semester. Professor Sweeney.

24. Sculpture II. A studio course that investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modeling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two two-hour class meetings per week.

Requisite: Fine Arts 14 or consent of the instructor. Limited to 12 students. Second semester. Professor Keller.

25. Color Photography. This course is an exploration of the materials, processes, techniques, and aesthetics of color photography. It is designed for those who already possess a strong conceptual and technical foundation in black-and-white photography. An emphasis is placed on students' ability to express themselves clearly with the medium. Concepts and theories are read, discussed, demonstrated and applied through a series of visual problems. This course offers the opportunity for each student to design and work on an individual project for an extended period of time. This project will result in a final portfolio that reflects the possibilities of visual language as it relates to each student's ideas, influences and personal vision. Students may work with 35mm, medium format, or U5 cameras. Student work will be discussed and evaluated in both group and individual critiques, complemented by slide presentations and topical readings of contemporary and historical photography. Two two-hour class meetings per week.

Requisite: Fine Arts 02 or 04, and Fine Arts 28 or consent of the instructor. Limited to 8 students. First semester. Visiting Professor Kimball.

26. Painting II. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 15 or consent of the instructor. Limited to 18 students. Second semester. Professor Sweeney.

27. Printmaking II. This course is an extension of intaglio and relief processes introduced in Fine Arts 13 with an introduction to lithography. Techniques involved will be drypoint, etching, engraving, aquatint, monoprints, monotypes, woodcut, linocut and stone lithography. Printmaking processes will include color printing, combining printmaking techniques and editioning. Combining concept with technique will be an integral element to the development of imagery. A final project of portfolio making and a portfolio exchange of prints will be required. Individualized areas of investigation are encouraged and expected. In-class work will involve demonstration, discussion and critique.

Requisite: Fine Arts 13 or consent of the instructor. Limited to 12 students. Second semester. Visiting Professor Garand.

28. Photography II. A continuing investigation of the skills and questions introduced in Fine Arts 18. Advanced technical material will be introduced, but emphasis will be placed on locating and pursuing engaging directions for independent work. Weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice.

Requisite: Fine Arts 18 or consent of the instructor. Limited to 12 students. Second semester. Visiting Professor Kimball.

29. Advanced Drawing. A drawing course that will emphasize compositional issues by working from memory, imagination, other works of art, and life. Students are required to develop and explore individual directions in pictorial construction. Course work consists of slide lectures, readings, individual and group critiques, in-class drawing experiments and sustained out-of-class drawing projects. Four hours per week.

Requisite: Fine Arts 04 or 15 or equivalent. Limited to 8 students. Omitted 2005-06. Professor Sweeney.

HISTORY OF ART: INTRODUCTORY COURSES

32. Art and Architecture of Europe from 300 to 1500 C.E. By learning how specifically to encounter the transcendent symbolism of the catacombs of Rome, the devotional intensity of monastic book illumination, the grandeur and vision of the first basilica of St. Peter, the Byzantine church of Hagia Sophia, and selected monasteries and cathedrals of France, we will trace the artistic realization of the spiritual idea of Jewish and Christian history from the transformation of the Roman Empire in the fourth century C.E. to the apocalyptic year of 1500 C.E. Several prophetic masterpieces by Albrecht Dürer, Leonardo da Vinci and Michelangelo Buonarroti completed on the very eve of the modern world will reveal a profound "forgotten awareness" crucial to our collective and private well being but long obscured by the "renaissance" bias that called this period "medieval." Two class meetings per week.

Second semester. Professor Upton.

33. Material Culture of American Homes. (Also History 37.) See History 37.

Second semester. Professor K. Sweeney.

35. Art and Architecture of Europe from 1400 to 1800. (Also European Studies 38.) This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the oeuvre of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands.

Second semester. Professor Courtright.

37. American Art and Architecture, 1600 to Present. Through the study of form, content, and context (and the relationship among these categories) of selected works of painting, architecture, and sculpture made in colonial America and the United States from the seventeenth to the twentieth century, this course will probe changing American social and cultural values embodied in art. We will study individual artists as well as thematic issues, with particular attention to the production and reception of art in a developing nation, the transformation of European architectural styles into a new environment, the construction of race in ante- and post-bellum America, and the identification of an abstract style of art with the political ascendance of the United States after World War II. Introductory level.

Omitted 2005-06. Professor Clark.

45. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from Goya, David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent historical and theoretical secondary sources. Two lectures per week.

Omitted 2005-06. Professor Staller.

47. Arts of China. (Also Asian 43.) An introduction to the history of Chinese art from its beginnings in neolithic times until the start of the eighteenth century.

Topics will include the ritual bronze vessels of the Shang and Zhou dynasties, the Chinese transformation of the Buddha image, imperial patronage of painting during the Song dynasty and the development of the literati tradition of painting and calligraphy. Particular weight will be given to understanding the cultural context of Chinese art.

Omitted 2005-06. Professor Morse.

48. Arts of Japan. (Also Asian 23.) A survey of the history of Japanese art from neolithic times to the present. Topics will include Buddhist art and its ritual context, the aristocratic arts of the Heian court, monochromatic ink painting and the arts related to the Zen sect, the prints and paintings of the Floating World and contemporary artists and designers such as Ando Tadao and Miyake Issey. The class will focus on the ways Japan adopts and adapts foreign cultural traditions. There will be field trips to look at works in museums and private collections in the region.

Omitted 2005-06. Professor Morse.

49. Survey of African Art. (Also Black Studies 46.) An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Abiodun.

HISTORY OF ART: UPPER-LEVEL COURSES

50. The Monastic Challenge. A search for spiritual efficacy in the art and architecture of France during the twelfth and thirteenth centuries. First, by learning how to recognize, define and respond to the artistic values at work in a series of "romanesque" and "gothic" monuments including the Abbeys of Fontenay, Vézelay and Mt. St. Michel and the Cathedrals of Laon, Paris, Chartres, Amiens and Reims, we will try to engage directly (e.g., architecturally and spatially) the human aspiration these structures embody. Secondly, with the help of two literary masterpieces from the period, the *Song of Roland* and *Tristan and Isolde*, we will discover that the heart of the "monastic" challenge to our own era is *not* the traditional opposition of the medieval and modern worlds, but rather the recognition of the potential diminishment of art by an exclusively "scholastic" view of reality. The tragic affair of Eloise and Abélard will dramatize a central dilemma too easily forgotten that always (but especially in our own era) threatens art, love and spirituality. Two class meetings per week.

Requisite: One course in Fine Arts or consent of the instructor. First semester. Professor Upton.

51. Renaissance Art in Italy. This course treats painting, sculpture, and architecture of the art historical periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. It will dwell upon works by artists such as Giotto, Donatello, Botticelli, Leonardo, Raphael, Bramante, Michelangelo, and Titian in the urban centers of Florence, Rome, and Venice, art produced for patrons ranging from Florentine merchants and monks to Roman princes and pontiffs. The art itself—portraits, tombs, altarpieces, cycles of imagined scenes from history, palaces, churches, civic monuments—ranges from gravely restrained and intentionally simple to monumental, fantastically complex or blindingly splendid, and the artists themselves range from skilled artisans to ever more sought-after geniuses. Emphasis will be upon the way the form and content of each type of art conveyed ideas concerning creativity, originality, and individuality, but also expressed ideals of devotion and civic virtue; how artists dealt with the revived legacy of antiquity to develop an original visual language; how art imparted the values of its patrons and society, but also sometimes conflicted with them; and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course, based on lectures but regularly incorporating discussion, will examine in depth selected works, and will analyze contemporary attitudes toward art of this period through study of the art and the primary sources concerning it. Upper level.

Requisite: One other art history course or consent of the instructor. Omitted 2005-06. Professor Courtright.

53. Dutch and Flemish Painting (The "Art" of "Beholding"). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to reaffirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Second semester. Professor Upton.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Also European Studies 56.) After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and

Topics will include the ritual bronze vessels of the Shang and Zhou dynasties, the Chinese transformation of the Buddha image, imperial patronage of painting during the Song dynasty and the development of the literati tradition of painting and calligraphy. Particular weight will be given to understanding the cultural context of Chinese art.

Omitted 2005-06. Professor Morse.

48. Arts of Japan. (Also Asian 23.) A survey of the history of Japanese art from neolithic times to the present. Topics will include Buddhist art and its ritual context, the aristocratic arts of the Heian court, monochromatic ink painting and the arts related to the Zen sect, the prints and paintings of the Floating World and contemporary artists and designers such as Ando Tadao and Miyake Issey. The class will focus on the ways Japan adopts and adapts foreign cultural traditions. There will be field trips to look at works in museums and private collections in the region.

Omitted 2005-06. Professor Morse.

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Second semester. Professor Abiodun.

HISTORY OF ART: UPPER-LEVEL COURSES

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Requisite: One course in Fine Arts or consent of the instructor. First semester. Professor Upton.

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Requisite: One other art history course or consent of the instructor. Omitted 2005-06. Professor Courtright.

53. Dutch and Flemish Painting (The "Art" of "Beholding"). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to reaffirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Second semester. Professor Upton.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. (Also European Studies 56.) After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and the Spanish Netherlands—as well as engaging the cultural, social, and intellectual framework for their accomplishments. Upper level.

Requisite: One other course in art history or consent of the instructor. Limited to 25 students. First semester. Professor Courtright.

57. American Painting 1860-1940. This course considers selected American paintings in the period between the Civil War and World War II, with emphasis on their intertwining with a wider cultural, social, and political environment. Individual artists (Winslow Homer, Thomas Eakins, Marsden Hartley, Georgia O'Keeffe, Grant Wood, Jacob Lawrence) and groups (around Robert Henri, Louise and Walter Arensberg, Alfred Stieglitz) will frame our study. Readings will address current interpretative strategies in American art criticism, and students will have an opportunity to pursue independent research.

Requisite: One course in art history or consent of the instructor. Omitted 2005-06. Professor Clark.

58. The Modern Icon. In 1834 the Inquisition finally ended in Spain; throughout the century, Spain and France witnessed anti-clerical demonstrations and legislation; Marx branded religion "the opiate of the masses"; Nietzsche thundered "God is dead." As a cascade of scientific discoveries challenged belief, many avant-garde artists believed that the old symbols were exhausted, and that the old form of religious art (the Crucifixion and so on) was no longer viable. And yet, throughout the 19th, 20th and into the first glimmerings of the 21st century, artists have felt compelled to give form to spiritual ideas. Sometimes their ideas related to traditional faiths, often they were more idiosyncratic, more personal—inflected, say, by the cult of "art for art," or theosophy, or a revolutionary ideology searching for martyrs, or by a dream of abstraction that would purge every last taint of the phenomenal world. This course will explore such varied conceptions of spirituality, and the complex status of religions during a self-consciously modern age through the prism of works (pictorial and often verbal) by Goya, David, Friedrich, Van Gogh, Gauguin, Picasso, Matisse, Mondrian, Kandinsky, Malevich, Dalí, Kahlo, Álvarez Bravo, Newman, Muñoz, and Turrell.

Requisite: One course in modern art or consent of the instructor. Omitted 2005-06. Professor Staller.

61. Approaches to Chinese Painting. (Also Asian 44.) A survey of the Chinese pictorial tradition from the Northern Song to the Qing dynasties, focusing in particular on the development of the landscape idiom but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York.

Second semester. Professor Morse.

62. From Edo to Tokyo: Japanese Art from 1600 to the Present. (Also Asian 38.) In 1590 the Tokugawa family founded its provincial headquarters in eastern Japan. By the eighteenth century, this castle town, named Edo (now known as Tokyo), had become the world's largest city. This class will focus on the appearance of artistic traditions in the new urban center and compare them with concurrent developments in the old capital of Kyoto. Topics of discussion will include the revival of classical imagery during the seventeenth century, the rise of an urban bourgeois culture during the eighteenth century, the conflicts brought on by the opening of Japan to the West in the nineteenth century, the reconstruction of Tokyo and its artistic practices after the Second World War, and impact of Japanese architecture, design and popular culture over the past twenty years.

Second semester. Professor Morse.

66. Sacred Images and Sacred Space: The Visual Culture of Religion in Japan. (Also Asian 61s.) An interdisciplinary study of the visual culture of the Buddhist and Shinto religious traditions in Japan. The class will examine in depth a number of Japan's most important sacred places, including Ise Shrine, Tōdaiji, Daitokuji and Mount Fuji, and will also look at the way contemporary architects such as Andō Tadao and Takamatsu Shin have attempted to create new sacred places in Japan today. Particular emphasis will be placed on the ways by which the Japanese have given distinctive form to their religious beliefs through architecture, painting and sculpture, and the ways these objects have been used in religious ritual.

Omitted 2005-06. Professor Morse.

70. African Art and the Diaspora. (Also Black Studies 45.) The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

First semester. Professor Abiodun.

SPECIAL COURSES

80. Museums and Society. This course considers how art museums reveal the social and cultural ideologies of those who build, pay for, work in, and visit them. We will study the ways in which art history is (and has been) constructed by museum acquisitions, exhibitions, and installation and the ways in which museums are constructed by art history by looking at the world-wide boom in museum architecture, and by examining curatorial practice and exhibition strategies as they affect American and Asian art. We will analyze the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication. The seminar will incorporate visits to art museums and opportunities for independent research. One meeting per week.

Limited to 15 students. First semester. Professors Clark and Morse.

89. Art and Desire in 18th-Century European Culture. (Also European Studies 31). The elites of the "Republic of Letters" in 18th-century Europe sought ways of redefining social and political structures to allow for more freedom in expression, ranging from political activism to new attitudes towards the social and the erotic, which called into question the established orders of the 17th century. Art of all kinds—painting, architecture, sculpture, literature, music—gave form to the new imagined utopias and dystopias, and created vivid, enticing settings for social and political interaction. Through an examination of the 18th-century imagination in France, England, Italy, Spain, and central Europe, we will discover how this period began the erosion of absolutism, in all its forms, that would lead to the modern world. We will begin in 1685, at the height of the reign of Louis XIV of France, and will end in 1815 with Napoleon's defeat at Waterloo. The course will not be a survey, but rather an examination of selected works, sites, and themes within their intellectual, social, political, religious, and literary contexts. For instance, we will study the visual expression of absolutism (e.g., Versailles), the representation of bourgeois morality in fiction and painting, the theater and opera as genres of subversion, the landscape garden, the birth of the public museum and thus of public taste, and the changes in city planning and urban life (e.g., Paris).

Omitted 2005-06. Professors Courtright and Rosbottom (Department of French).

SEMINARS

91. Topics in Fine Arts. No topics will be offered in the first semester 2005-06.

92. Topics in Fine Arts. Two topics will be offered in the second semester.

01. ART AND POLITICAL IDENTITY IN AND OUT OF FRENCH COURTS. (Also European Studies 40.) This seminar will treat art and culture in France from the Renaissance, under Francis I, to absolutism at the Baroque court of Louis XIV. We will examine art—paintings, sculpture, prints and architecture—that aided in the construction of political identities for queens, kings and their mistresses in palaces such as Fontainebleau, the Louvre, and Versailles in a time when different social groups were claiming shifting political ground. We will also tackle art depicting the lower classes, such as paintings by Georges de La Tour and French followers of Caravaggio, in order to examine artistic responses to changes in politics and society. In addition, we will consider how the example of Italy and the works of classicizing painters (e.g., Claude Lorrain and Poussin) contributed to the formation of French artistic, political, and national identities. The urban development of Paris as the capital of unified France plays a part in the course as well. Although art is the starting point of this investigation, the course will have a strong historical dimension, analyzing contemporary records and writings that document facets of society, its practices, rituals, and politics, as well as artistic forms of expression. One class meeting per week.

Requisite: One course in art history. Limited to 12 students. Professor Courtright.

02. WITCHES, VAMPIRES AND OTHER MONSTERS. (Also Women's and Gender Studies 10.) This seminar will explore the construction of the monstrous, over cultures, centuries and disciplines. With the greatest possible historical and cultural specificity, we will investigate the varied forms of monstrous creatures, their putative powers, and the explanations given for their existence—as we attempt to articulate the kindred qualities they share. Among the artists to be considered are Bosch, Valdes de Leal, Velázquez, Goya, Munch, Picasso, Dalí, Kiki Smith, and Cindy Sherman. One class meeting per week.

Requisite: One course in art history or consent of the instructor. Limited to 12 students. Omitted 2005-06. Professor Staller.

03. ARTIST-IN-RESIDENCE TOPIC. Title and description forthcoming. Visiting Artist-in-Residence Ewald.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Full or half course.
First and second semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professor Abiodun.

Visual Arts and Orature in Africa. See Black Studies 43.
First semester. Professor Abiodun.

Roman Archeology: Pompeii and Herculaneum. See Classics 36.
Second semester. Professor Damon.

FRENCH

Professors Caplan, de la Carrera, Hewitt‡, Rockwell (Chair), and Rosbottom‡; Assistant Professor Katsaros; Senior Lecturer Nawar.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country.

The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

Major Program. The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and with Departmental Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. One of these four must be taken during the senior year. All courses offered by the Department above French 03 may count for the major. Among these eight courses, one must be chosen from the Middle Ages or Renaissance, and one from the seventeenth or eighteenth centuries. (French 11 satisfies either of these distribution requirements.) Up to four courses taken in a study abroad program may count toward the eight required courses for the major. Comprehensive examinations must be completed no later than the seventh week of the second semester of the senior year.

Departmental Honors Program. Candidates for Departmental Honors must write a thesis in addition to fulfilling the course requirements for the major described above. Students who wish to write a thesis should begin to develop a topic during their junior year and must submit a detailed thesis proposal to the Department *at the beginning of the second week of fall semester classes.* Subject to departmental approval of the thesis proposal, candidates for Departmental Honors will enroll in French 77 and 78 during their senior year. (French 77 and 78 will not be counted towards the eight-course requirement for the major.) Oral examinations on the thesis will be scheduled in late spring.

Foreign Study. A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

FRENCH LANGUAGE AND COMPOSITION

01. Elementary French. This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 03.

For students without previous training in French. First and second semesters. Senior Lecturer Nawar and Assistants.

03. Intermediate French. Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action*, the multimedia program, as well as a French literary text of Jean-Paul Sartre, *Les Jeux sont faits*. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 05.

Requisite: French 01 or two years of secondary school French. First and second semesters. Senior Lecturer Nawar and Assistants.

05. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Texts will be drawn from significant short stories, poetry and films. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 05 prepares students for French 07, 08, 11 or 12. Conducted in French. Three hours a week.

Requisite: French 03 or three to four years of secondary school French. First semester: Professors Rockwell and de la Carrera. Second semester: Professor de la Carrera.

07. Contemporary French Literature and Culture. Through class discussion, debates, and frequent short papers, students develop effective skills in self-expression, analysis, and interpretation. Literary texts, articles on current events, and films are studied within the context of the changing structures of French society and France's complex relationship to its recent past. Assignments include both creative and analytic approaches to writing. Some grammar review as necessary, as well as work on understanding spoken French using videotapes. Highly recommended for students planning to study abroad.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. First semester: Professors Hewitt and Caplan. Second semester: Professor Caplan.

08. French Conversation. To gain as much confidence as possible in idiomatic French, we discuss French social institutions and culture, trying to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, art and architecture, the status of women, the spectrum of political parties, minority groups, religion, and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students per section. First semester: Professor Katsaros. Second semester: Professors Katsaros and Rockwell.

FRENCH LITERATURE AND CIVILIZATION (French 11-19)

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 05 or equivalent. First semester. Professor Caplan.

NOTE: Courses above French 12 are ordered by chronology and topics rather than by level of difficulty.

MEDIEVAL AND RENAISSANCE LITERATURE AND CULTURE (French 20-29)

20. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings may include such major works as *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, selections from the continuation of the *Roman de la Rose* by Jean de Meun, anonymous *Fabliaux*, and poetic works by Christine de Pisan, Guillaume de Machaut, Jean Froissart, and Charles d'Orléans. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2005-06. Professor Rockwell.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Roman d'Eneas*, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2005-06. Professor Rockwell.

24. Studies in Medieval Romance Literature and Culture. The study of a major author, literary problem, or question from the medieval period with a particular focus announced each time the course is offered. The topic for spring 2006 is "Dante Alighieri." A reading of the *Divine Comedy* with an eye to the social and philosophical implications of Dante's allegorical practice. Readings, discussions, and papers will be in English.

Second semester. Professor Rockwell.

25. Medieval and Renaissance French Literature in Translation. A survey of Medieval and Renaissance French literature in translation from the twelfth through the sixteenth centuries. The course will focus primarily on issues arising from the representational status of images. Readings will include the *Lais* of Marie de France, Arthurian romances by Chrétien de Troyes, the *Quest of the Holy Grail*, Jean Renart's *Guillaume de Dole*, the *Romance of the Rose*, works by Guillaume de Machaut, Jean Froissart, Marguerite de Navarre, Rabelais and Montaigne.

Omitted 2005-06. Professor Rockwell.

27. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. First semester. Professor Rockwell.

SEVENTEENTH- AND EIGHTEENTH-CENTURY LITERATURE AND CULTURE (French 30-39)

30. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course explores the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for spring 2006 is "Comedy."

Readings include texts by Corneille (*L'Illusion comique*), Molière (*Le Médecin malgré lui, Le Tartuffe, Le Misanthrope, Le malade imaginaire*), Marivaux (*La Double Inconstance, Le Jeu de l'amour et du hasard*) Beaumarchais (*Le Barbier de Séville, Le Mariage de Figaro*). Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Caplan.

35. Lovers and Libertines. Passion and the art of seduction, from Mme. de Lafayette's *La Princesse de Clèves* to Stendhal's *Le Rouge et le noir.* We will focus on the oppositions between romantic love and social norms, passion and seduction. Both original masterpieces and their filmic adaptions will be considered. Sample reading list: Mme. de Lafayette, *La Princesse de Clèves*; Prévost, *Manon Lescaut*; Casanova, *Histoire de ma vie*; Laclos, *Les Liaisons dangereuses*; Mozart/da Ponte, *Don Giovanni*; Stendhal, *Le Rouge et le noir.* Conducted in French.

Omitted 2005-06. Professor Caplan.

37. The French Enlightenment. An analysis of the major philosophical, literary, and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political, and religious institutions of the *ancien régime*. Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we will also read essays in French cultural history. Supplementary work with film and slides. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. First semester. Professor de la Carrera.

38. The Republic of Letters. An exploration of Enlightenment thought within the context of the collaborative institutions and activities that fostered its development, including literary and artistic *salons, cafés,* and the *Encyclopédie.* We will read texts by Voltaire, Rousseau, Diderot, and others, drawn from the domains of literature, memoirs, and correspondence. To get a better idea of what it might have been like to live in the eighteenth century and be a participant in the "Republic of Letters," we will also read a variety of essays in French cultural history. Supplementary work with films and slides. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor de la Carrera.

39. Worldliness and Otherworldliness. Many eighteenth-century writers imagined and invented other, better societies. To attenuate their criticisms of the social, political, and religious structures of the *ancien régime,* they also had recourse to the viewpoint of fictional "outsiders" who arrive in France as if for the first time and describe what they see in minute and telling detail. We will analyze the role that these "other" worlds and the "otherworldly" point of view played in the development of eighteenth-century thought and literature, as well as some of the repercussions that these questions have had in twentieth-century thought. Readings will include Montesquieu's *Lettres persanes,* Rousseau's *Discours sur l'origine de l'inégalité,* Diderot's *Supplément au Voyage de Bougainville,* and Madame de Graffigny's *Lettres d'une Péruvienne,* as well as Freud's *Civilization and Its Discontents* and a selection of essays by Claude Lévi-Strauss. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2005-06. Professor de la Carrera.

NINETEENTH-CENTURY LITERATURE AND CULTURE
(French 40-49)

41. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. Using a variety of literary and visual materials (including photography and film), this course will focus on the nature, timing and implications of their interactions. The notions of aesthetic perception, experience and pleasure will be investigated in this context. Major movements examined include Romanticism, Symbolism, Decadence, Surrealism, Exile and Resistance during World War II, Contemporary Caribbean Poetry, and the interplay of recent poetic and artistic practice with critical discourse. Theoretical works and manifestos will be studied in relation with both poetry and plastic arts. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2005-06. Professor Katsaros.

42. Women of Ill Repute: Prostitutes in Nineteenth-Century French Literature. Prostitutes play a central role in nineteenth-century French fiction, especially of the realistic and naturalistic kind. Both widely available and largely visible in nineteenth-century France, prostitutes inspired many negative stereotypes. But, as the very product of the culture that marginalized her, the prostitute offered an ideal vehicle for writers to criticize the hypocrisy of bourgeois mores. The socially stratified world of prostitutes, ranging from low-ranking sex workers to high-class courtesans, presents a fascinating microcosm of French society as a whole. We will read selections from Honoré de Balzac, *Splendeur et misère des courtisanes*; Victor Hugo, *Les Misérables*; and Gustave Flaubert, *L'éducation sentimentale*; as well as *Boule-de-Suif* and other stories by Guy de Maupassant; *La fille Elisa* by Edmond de Goncourt; *Nana* by Emile Zola; *Marthe* by Joris-Karl Huysmans; *La dame aux camélias* by Alexandre Dumas fils; and extracts from *Du côté de chez Swann* by Marcel Proust. Additional readings will be drawn from the fields of history (Alain Corbin, Michelle Perrot) and critical theory (Walter Benjamin, Michel Foucault, Julia Kristeva). We will also discuss visual representations of prostitutes in nineteenth-century French art (Gavarni, Daumier, C. Guys, Degas, Manet, Toulouse-Lautrec). Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Katsaros.

TWENTIETH-CENTURY LITERATURE AND CULTURE
(French 50-59)

50. Contemporary French Literature: Crises and Transformation. A study of contemporary French literature and culture focusing on the twentieth-century novel. The course focuses on the long series of novelistic experiments, both narratological and ideological, which begin around the time of the First World War and continue feverishly through the existential novel and the *New Novel* of the seventies and eighties. Our readings will include critical theory as well as works of such major authors as Marcel Proust, André Malraux, Jean-Paul Sartre, Claude Simon, Michel Butor, Nathalie Sarraute, Marguerite Duras, Monique Wittig and Patrick Modiano. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or the equivalent. First semester. Professor Hewitt.

51. French Cultural Studies. This course studies the shifting notions about what constitutes "Frenchness" and reviews the heated debates about the split between French citizenship and French identity. Issues of decolonization, immigration, foreign influence, and ethnic background will be addressed as we explore France's struggles to understand the changing nature of its social, cultural, and political identities. We will study theoretical and historical works, as well as novels, plays and films.

Omitted 2005-06. Professor Hewitt.

52. Modern French Autobiography. This course studies the tortuous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation (and its breakdown) through certain literary and philosophical theories (existentialism, New Novel theory, modernism, Marxism, postmodernism, postcolonialism). After briefly considering passages from Rousseau's model autobiography, *Les Confessions*, we turn our attention to twentieth-century authors such as Marguerite Duras, Nathalie Sarraute, Alain Robbe-Grillet, Michel Leiris, Jean-Paul Sartre, Maryse Condé, Roland Barthes, and Louis Althusser. Assignments will include one creative essay in which students write on a personal experience using narrative strategies discussed in class. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2005-06. Professor Hewitt.

53. Literature in French Outside Europe: Introduction to Francophone Studies. (Also Black Studies 22) This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers in the French-speaking Caribbean. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key French Caribbean texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and the use of Creole will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought. At issue, then, is the way French Caribbean literature and culture trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2005-06. Professor Hewitt.

SPECIAL COURSES (French 60-69)

60. Masterpieces of French Literature in Translation. In this course we will read a variety of French literary works from the eighteenth century to the present. Readings may include Voltaire's *Candide*, Laclos' *Dangerous Liaisons*, Charrière's *The Letters of Mistress Henley*, Stendhal's *The Red and the Black*, Balzac's *Cousin Bette*, Baudelaire's *Flowers of Evil*, Flaubert's *Madame Bovary*, Zola's *Nana*, or *The Ladies' Paradise*, Proust's *Swann in Love*, Camus' *The Plague* or *The First Man*, Duras' *The Lover*. We will study these works first as masterful stories, but we also will consider questions of cultural and personal influence, including sexuality and class. We will also learn why most of these works were judged politically or morally scandalous when they came out. For instance, special attention will be paid to the trials and censorship of Baudelaire and Flaubert. Finally, we will study some films inspired by these texts, and learn how different media can treat the same subject. Conducted in English. (French majors will be encouraged to write their papers in French, and to read a portion of these works in French).

First semester. Professor Rosbottom.

61. European Film. A study of issues concerning European film, with a particular focus announced each time the course is offered. In spring 2005 the course will provide an introduction to French film from the 1930s to the present. Among the directors and films to be covered are: Jean Renoir *(Grand Illusion, Rules of the Game)*, Marcel Carné *(Hôtel du Nord)*, Jean-Pierre Melville *(Bob le flambeur)*, Alain Resnais *(Hiroshima mon amour, Last Year at Marienbad)*, François Truffaut *(The 400 Blows)*, Jean-Luc Godard *(Breathless, My Life to Live, Contempt)*, Robert Bresson, Agnès Varda, Chantal Akerman, Léos Carax *(Lovers on the Bridge)* and Mathieu Kassovitz *(Hate)*. The course will also serve as an introduction to film analysis. Conducted in English.

Omitted 2005-06. Professor Caplan.

62. Dangerous Reading: The Eighteenth-Century Novel in England and France. (Also European Studies 36 and English 48.) See European Studies 36.

Omitted 2005-06. Professors Rosbottom and Frank.

ADVANCED COURSES (French 70+)

70. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau, Sartre and Flaubert; Bakhtin and Rabelais; Goldman, Barthes and Racine). The topic for spring 2005 is "French Theories." This seminar will focus on theoretical activities in which French intellectuals played a leading role during the second half of the twentieth century: semiotics (the domain of investigation that explores the nature and function of signs and sign-production), structuralism, and deconstruction. We will read work by some of the most influential practitioners of these theories in literary criticism (Roland Barthes), anthropology (Claude Lévi-Strauss), psychoanalysis (Jacques Lacan) and philosophy (Jacques Derrida), with special emphasis upon questions of method (how to do a semiotic or structuralist analysis of an object, what deconstruction does). Conducted in English.

Requisite: One of the following—French 07, 11, 12 or equivalent. Omitted 2005-06. Professor Caplan.

77, 78. Senior Departmental Honors. A single and a double course.

First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. First and second semesters.

GEOLOGY

Professors Cheney, Crowley, and Harms (Chair); Assistant Professors Hagadorn* and Martini; Adjunct Professor Coombs.

Major Program. The Geology major starts with an introduction to the fundamental principles and processes that govern the character of the earth from its surface environment to its core. Geology 11 surveys these principles and is required of all Geology majors. Geology encompasses many sub-disciplines that approach study of the earth in a variety of ways, but all share a core of knowledge about the composition and constitution of earth materials. Accordingly, all

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*On leave 2005-06.

Geology majors must also take Geology 29 (Structural Geology), Geology 30 (Mineralogy), and Geology 34 (Sedimentology and Stratigraphy). Finally, in consultation with their departmental advisor, Geology majors must take five additional courses from the Department's offerings, constructing an integrated program that may be tailored to the major's fields of interest or future plans. Senior Departmental Honors, generally consisting of Geology 77 and 78D, will count as one such course for the major. Only one of these five courses may be from a Geology course numbered less than 11 and only if that course was taken prior to the junior year. Students may substitute one course from Astronomy 12, Biology 18, Chemistry 11, Math 11 or Physics 16, or a higher numbered course in those departments (excluding Physics 22), for one of the five elective geology courses required for the major. The department, in coordination with the student's academic goals, will consider departures from this major format. In the fall semester of the senior year, each major shall take a comprehensive examination.

Departmental Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, 78D involves independent research in the field or the laboratory that must be reported in a thesis of high quality.

All courses are open to any student having requisite experience or consent of the instructor.

09. Environmental Science: Case Studies. Industrialized society has been a major agent of environmental change. In this course, we will examine environmental issues by first examining processes that operate in natural systems and then assessing how we have modified such systems. Analysis of several environmental case studies will be used as a vehicle to understand the scientific issues associated with environmental change. Topics will include pollution, natural resources, global warming, landscape denudation, and habitat change. Data from the scientific literature will be emphasized. Three hours of lecture each week.

Not open to students who have taken Geology 12. Omitted 2005-06.

11. Principles of Geology. As the science that considers the origin and evolution of the earth, Geology provides students with an understanding of what is known about the earth and how we know it, how the earth "works" and why we think it behaves as it does. In particular this course focuses upon the earth as an evolving and dynamic system where change is driven by energy generated within the earth. Concepts to be covered are: the structure of the earth's interior, isostasy, deep time, the origin and nature of the magnetic field, plate tectonics, the origin and evolution of mountain belts, and ocean basins and the growth of the continents over time. In this context, Geology 11 considers a diverse range of topics such as the Appalachian mountain belt, the Hawaiian Islands, Yellowstone Park, the consequences of seismicity, faulting, meteorite impact, and volcanism on the earth's inhabitants, and the sources and limitations of mineral and energy resources. This is a science course designed for all students of the College. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First and second semesters. Professors Cheney, Crowley and Harms.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours of class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Omitted 2005-06. Professor Coombs.

27. Paleontology. What do fossils tell us about life on Earth over the last four billion years and the potential for life on other planets? In this course, students will gain an appreciation of the richness of ancient life on Earth and will learn to recognize, identify, and interpret fossils in the field and in the laboratory. Building on these skills, students will learn to use fossils to solve problems, test hypotheses, and investigate Earth history. Laboratories will focus on learning the commonly fossilized groups that are involved in key aspects of Earth history, including invertebrate, micro-, plant, and vertebrate fossils. Three hours of lectures and three hours of laboratory.

Requisite: Geology 11 or Geology 12 or equivalent Biology course. Omitted 2005-06. Professor Hagadorn.

28. Hydrogeology. As the global human population expands, the search for and preservation of our most important resource, water, will demand societal vigilance and greater scientific understanding. This course is an introduction to surface and groundwater hydrology and geochemistry in natural systems, providing fundamental concepts aimed at the understanding and management of the hydrosphere. The course is divided into two roughly equal parts: surface and groundwater hydrology, and aqueous geochemistry. In the first section, we will cover the principal concepts of physical hydrogeology including watershed analysis and groundwater management. In the second half, we will integrate the geochemistry of these systems addressing both natural variations and the human impact on our environment. Three hours of lecture and three hours of lab or field trip each week.

Requisite: Geology 11 or 12 or consent of the instructor. Second semester. Professor Martini.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Crowley.

30. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours of lecture and two hours of directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours of class and three hours of laboratory per week.

Requisite: Geology 30. Second semester. Professor Cheney.

34. Sedimentology and Stratigraphy. An overview of the dominant sedimentologic processes operating in both modern and ancient depositional environments. Students will learn how to examine and interpret features of sedimentary rocks and how to assess temporal or spatial patterns in sequences of sedimentary rocks. Students will then use these observations to expand their understanding of Earth history. The laboratory section of the course will include six in-lab field trips, as well as one weekend field trip. Three hours of lecture and three hours of laboratory each week.

Requisite: Geology 11 or 12. Second semester. Professor Harms.

40. Plate Tectonics and Continental Dynamics. An analysis of the dynamic processes that drive the physical evolution of the earth's crust and mantle. Plate tectonics, the changing configuration of the continents and oceans, and the origin and evolution of mountain belts will be studied using evidence from diverse branches of geology. Present dynamics are examined as a means to interpret the record of the past, and the rock record is examined as a key to understanding the potential range of present and future earth dynamics. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 and two additional upper-level Geology courses. First semester. Professor Harms.

41. Environmental and Solid Earth Geophysics. Only the surface of the earth is accessible for direct study but, as a two-dimensional surface, it represents a very incomplete picture of the geologic character of the earth. The most fundamental realms of the earth—the core and mantle—cannot themselves be observed. Even the uppermost part of the crust, where the lithosphere and hydrosphere interact to determine the quality of the environment in which we live, is hidden. Indirect signals, observed at the surface, can give us a more comprehensive understanding of earth structure—from environmental problems that lie just below the surface to the dynamics of the core/mantle boundary. We can "see" these subsurface realms using seismology, gravity, magnetism and heat flow observations. This course will bring findings from geophysics to bear on developing a picture of the earth in three dimensions. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 or 12. Omitted 2005-06. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Professor Cheney.

45. Seminar in Biogeochemistry. Through biogeochemical cycles microbes influence the chemical composition of all of our habitable environments. They are found in the most extreme environments on Earth, from the upper atmosphere to the depths of our oceans as well as in the deep subsurface of Earth's crust. In this seminar, we will examine tracers and proxies for microbial activity present in rock, sediment, soil and porewater. Environments to be studied include hydrothermal vents, deep sedimentary basins, early Earth and possible extraterrestrial habitats. We will survey the major biologically relevant elements of the periodic table (C, O, S, N, Fe, P) and examine how these elements cycle through the environment, focusing on stable isotopic tracers of biological processes. Students will gain experience with field and laboratory techniques and we will emphasize the current scientific literature in discussions. Once a week this advanced seminar will meet jointly with biogeochemistry experts across the five colleges. Three hours of class per week.

Requisite: Chemistry 11 or 12, or Geology 28, or consent of the instructor. First semester. Professor Martini.

77, 77D, 78, 78D. Senior Departmental Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to seniors who meet the requirements of the Departmental Honors program. First and second semesters. The Staff.

97, 97H, 98, 98H. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental Chair is required. First and second semesters. The Staff.

RELATED COURSE

The Resilient (?) Earth: An Interdisciplinary Reflection on Contemporary Environmental Issues. See Colloquium 22.

Second semester. Professors Crowley and Dizard.

GERMAN

Professors Brandes (Chair) and Rogowski, Assistant Professor Gilpin, Senior Lecturer Schütz.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

German Literature. The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses, of which three must be courses in German literature and culture, conducted in German. The Department may approve up to three courses taken at a German-speaking university as counting toward fulfillment of the major requirements. Majors are advised to broaden their knowledge of other European languages and cultures.

German Studies. German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent), 15 and 16 (German Cultural History), and a minimum of five further German courses, conducted either in German or in English. Majors concentrating in German Studies should supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Literature or German Studies should enroll in at least one German course per semester. For both concentrations, the Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

Study Abroad. German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

Departmental Honors Program. In addition to the courses required for a *rite* degree in the major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

GERMAN LANGUAGE

01. Elementary German I. Our multi-media course *Fokus Deutsch* is based on videos depicting realistic stories of the lives of present day Germans as well as authentic documents and interviews with native speakers from all walks of life. The video program, as well as related Internet Webpages, will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing, and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus weekly viewing assignments in the laboratory.

First semester. Senior Lecturer Schütz.

02. Elementary German II. A continuation of German 01, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 01 or equivalent. Second semester. Senior Lecturer Schütz.

04. Quick Access: German for Reading. This one-semester course is intended for anyone who wants to read German scholarly and literary texts in the original language. It prepares students for research and thesis work with original source materials, as well as for graduate reading proficiency exams. Focus on the acquisition of reading and comprehension skills. Close reading and translation practice of fiction and expository prose in the humanities, social and natural sciences. Intensive study of basic grammar (morphology and syntax). Individualized choice of texts from a wide range of fields, determined by the needs of the participants. Conducted in English.

Second semester. Senior Lecturer Schütz.

05. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 02 or two years of secondary-school German or equivalent. First semester. Professor Gilpin.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 05 or equivalent, based on departmental placement decision. Second semester. Professor Gilpin.

12. Advanced Reading, Conversation, and Style I. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs, work with the Internet, and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections and in the language laboratory.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

14. Advanced Reading, Conversation, and Style II. Focusing on one contemporary novel, we will develop strategies for analyzing texts for their literary expression, their linguistic and stylistic features, and their cultural content. Additional materials (Internet, video, CD-ROMs, etc.) on literary and cultural topics as well as articles drawn from history, sociology, psychology, and philosophy. Three class hours per week plus one hour with language assistants.

Requisite: German 10 or equivalent. Second semester. Senior Lecturer Schütz.

GERMAN CULTURE AND LITERATURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of

Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang*, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Rogowski.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

27. The Age of Goethe. Classical German literature and music, from the 1780s to the 1830s, has influenced German and Western culture until today. While considering music and art, this course will focus primarily on the greatest writers of the period: Goethe, Schiller, and Hölderlin. Placing their literature in the philosophical and political contexts of Idealism and of German enlightened absolutism, we will distinguish this "high art" from contemporary early romantic concepts as well as from German Jacobine activism, which was strongly influenced by the French Revolution. We will also examine the legacy of this rich cultural era in its impact on Western romantic, transcendentalist, and symbolist movements—and its influence on the rise of the myth of the Germans as a "nation of poets and thinkers." Readings will include Goethe's *Faust I, Egmont, Iphigenie,* and *Römische Elegien;* Schiller's *Die Räuber* and *Maria Stuart;* Hölderlin's *Hyperion* and selected poems; essays and manifestos by Kant, Fichte, and Forster. Listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2005-06. Professor Brandes.

32. Modernism and Its Discontents. This course will trace the impact of early twentieth-century modernization on the cultural consciousness of artists and politicians. We will first study classical modernism in the context of European and Western avant-garde movements, with emphasis on art and society in Germany. Topics include the effect of rapid urbanization and the rise of modern mass culture; modern constructions of gender and nature; the emergence of visual culture and mass media; the aesthetic revolt and literary visions of Futurism, Dada, and Expressionism; and the radical activism of proletarian didactic art. We will then trace the anti-modernist responses, such as Kaiser Wilhelm's retrogressive push for national art; the socialist realist doctrine of Stalin's cultural policies; Hitler's prohibition of modernist art as "degenerate"; and finally the censorship and self-censorship of certain modernist artists, in the name of political progress. Texts by Hofmannsthal, Hauptmann, Schnitzler, Wedekind, Heinrich Mann, Kafka, Hesse, Rilke, Benjamin, Brecht, and Anna Seghers; selected art by Modersohn-Becker, Kirchner, and Kollwitz; samples of architecture, early radio, films, and music. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

33. Comedy and Humor. The course with the shortest reading list ever—not! Contrary to popular opinion, Germans (and their Austrian and Swiss neighbors) do have a sense of humor that has produced a wide variety of both high-brow and popular forms, ranging from the absurdist skits of Karl Valentin and Liesl Karlstadt, to raunchy "Ostfriesenwitze," and to the current boom in sex and "relationship" comedies in film. We will explore broadsheets and cartoons (Wilhelm Busch, Loriot, E. O. Plauen, Uli Stein), populist theater forms such as the operetta (Strauss, Lehar) and farcical "Volkstheater," sophisticated literary comedies (Tieck, Büchner, Sternheim, Dürrenmatt), social satire in print and other media (Heine, Kraus, Tucholsky, Staudte, Irmtraud Morgner, Robert Gernhardt, Eckhard Henscheid, Luise Pusch, Elfriede Jelinek), parody pastiche in song and movies (Comedian Harmonists, Max Raabe, Bully Herbig), and political humor in cabaret from the Wilhelmine period, the Weimar Republic, inside and outside the Third Reich, communist East Germany, and the multi-ethnic Germany of today (Wedekind, Werner Finck, Erika Mann, Gerhart Polt, Sinasi Dikmen). Primary materials will be supplemented by theoretical readings, including Arthur Koestler, Volker Klotz, Susanne Schäfer, and—of course—Sigmund Freud. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2005-06. Professor Rogowski.

34. Post-War German Culture, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2005-06. Professor Brandes.

38. German Drama of the Twentieth Century. From the political agitation of Bertolt Brecht to the performance pieces of Pina Bausch, German drama has had a profound impact on international theater. We shall trace the development of modern German drama from around 1890 to the present day. Topics will include: Naturalism and its attempt to depict social reality; Expressionism and its iconoclastic innovation; recent developments such as the postmodern dramatic collages of Heiner Müller. Particular attention will be focused on Brecht's legacy after World War II in the fields of "epic" and "documentary" theater. Authors discussed will include Gerhart Hauptmann, Frank Wedekind, Georg Kaiser, Bertolt Brecht, Peter Weiss, Friedrich Dürrenmatt, and Botho Strauß. Readings will be supplemented by video materials on Pina Bausch, Johann Kresnick, and Heiner Müller. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Rogowski.

COURSES OFFERED IN ENGLISH

44. Popular Cinema. From Fritz Lang's thrilling detective mysteries to Tom Tykwer's hip postmodern romp *Run Lola Run*, from Ernst Lubitsch's satirical wit to the gender-bending comedies of Katja von Garnier, this course explores the rich legacy of popular and genre films in the German-speaking countries. Topics to be covered include adventure films, comedies, and costume dramas of the silent period, including Fritz Lang's *Spiders* (1919) and Joe May's *The Indian Tomb* (1920); the musical comedies of the Weimar Republic and the "dream couple" Lilian Harvey and Willy Fritsch; Nazi movie stars and the "non-political" entertainment films of the Third Reich, such as Josef von Baky's blockbuster *Münchhausen* (1943); the resurgence of genre films in the 1950s ("Heimatfilme," romantic comedies, melodramas, etc.); the Cold War Westerns in the West (based on the novels by Karl May) and in the East (starring Gojko Mitic); the efforts to produce audience-oriented films in the politicized climate of the 1960s and 1970s; the big budget quasi-Hollywood productions by Wolfgang Petersen; and the recent spate of relationship comedies. We will discuss the work of, among others, actors and performers Karl Valentin, Heinz Rühmann, Zarah Leander, Hans Albers, Heinz Erhardt, Romy Schneider, Loriot, and Otto, and directors including Ernst Lubitsch, Fritz Lang, Joe May, Wilhelm Thiele, May Spils, Katja von Garnier, Detlev Buck, Tom Tykwer, and Doris Dörrie. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2005-06. Professor Rogowski.

47. Weimar Cinema: The "Golden Age" of German Film. This course examines the German contribution to the emergence of film as both a distinctly modern art form and as product of mass culture. The international success of Robert Wiene's Expressionist phantasmagoria, *The Cabinet of Dr. Caligari* (1920), heralded the beginning of a period of unparalleled artistic exploration, prior to the advent of Hitler, during which the ground was laid for many of the filmic genres familiar today: horror film (F.W. Murnau's *Nosferatu*), detective thriller (Fritz Lang's *M*), satirical comedy (Ernst Lubitsch's *The Oyster Princess*), psychological drama (G.W. Pabst's *Pandora's Box*), science fiction (Lang's *Metropolis*), social melodrama (Pabst's *The Joyless Street*), historical costume film (Lubitsch's *Passion*), political propaganda (Slatan Dudow's *Kuhle Wampe*), anti-war epic (Pabst's *Westfront 1918*), documentary montage (Walther Ruttmann's *Berlin—Symphony of a Big City*), and the distinctly German genre of the "mountain film" (Leni Riefenstahl's *The Blue Light*). Readings, including Siegfried Kracauer, Walter Benjamin, Lotte H. Eisner, Béla Balàzs, and Rudolf Arnheim, will address questions of technology and modernity, gender relations after World War I, the intersection of politics and film, and the impact of German and Austrian exiles on Hollywood. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2005-06. Professor Rogowski.

51. Joyful Apocalypse: Vienna Around 1900. Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized 'fin-de-siècle' Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor Rogowski.

52. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks.* Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Brandes.

54. Nietzsche and Freud. Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Hermann Hesse, Musil, Schnitzler, and Expressionist poets. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Rogowski.

60. Performance. What is performance? What constitutes an event? How can we address a phenomenon that has disappeared the moment we apprehend it? How does memory operate in our critical perception of an event? How does a body make meaning? These are a few of the questions we will explore in this course, as we discuss critical, theoretical, and compositional approaches in a broad range of multidisciplinary performance phenomena emerging from European—primarily German—culture in the twentieth century. We will focus on construction, representation, space, gender, and dynamism. Readings of performance theory, performance studies, gender studies, and critical/cultural studies, as well as literary, philosophical, and architectural texts will accompany close examination of performance material. Students will develop performative projects in various media (video, performance, text, WWW) and deliver a number of critical oral and written presentations on various aspects of the course material and their own projects. Performance material will be experienced live when possible, and in text, video, digital media and Internet form, drawn from selected works of Dada and Surrealism, Bauhaus, German Expressionism, the Theater of the Absurd, Tanztheater, and Contemporary Theater, Performance, Dance, Opera, New Media, and Performance Art. A number of films, including *Das Cabinet des Dr. Caligari*, Oskar Schlemmer's *Das Triadische Ballett*, Fernand Léger's *Ballett Mécanique*, and Kurt Jooss' *Der Grüne Tisch*, will be also screened. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2005-06. Professor Gilpin.

63. Traumatic Events. How is memory constructed and represented? How is it possible to bear witness, and what exactly is involved? Who is authorized to testify, to whom, when? Whose story is it? Is it possible to tell "the story" of a traumatic event? What are the disorders of testimony, and how and where do they emerge? This course will observe the workings of trauma (the enactment and working-through of collective and individual symptoms of trauma), memory, and witnessing in various modes of everyday life. We will examine notions of catastrophe, disaster, accident, and violence, and explore the possibilities and impossibilities of bearing witness in many forms of cultural production: in fiction, poetry, architecture, critical theory, oral and written testimonies, visual art, monuments, memorials, philosophy, science, cartoons, film, video, theater, television reportage, newspaper documentation, performance, on the Internet, and in our public and domestic spaces. We will study various representations of trauma, paying particular attention to events in Germany and Europe from the twentieth century, as well as to 9/11 and other recent international events. Material to be examined will be drawn from the work of Pina Bausch, Joseph Beuys, Christian Boltanski, Cathy Caruth, Paul Celan, Marguerite Duras, Peter Eisenmann, Shoshana Felman, Florian Freund, Jochen Gerz, Geoffrey Hartman, Rebecca Horn, Marion Kant, Anselm Kiefer, Ruth Klüger, Dominick LaCapra, Claude Lanzmann, Dori Laub, Daniel Libeskind, W.G. Sebald, Art Spiegelman, Paul Virilio, Peter Weiss, Wim Wenders, Elie Wiesel, Christa Wolf, and others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2005-06. Professor Gilpin.

64. Architectures of Disappearance. This course will address a number of developments and transformations in contemporary urban architecture and performance from an international perspective. We will explore issues including, but not limited to, trauma, memory, absence, perception, corporeality, representation, and the senses in our examination of recent work in Germany and elsewhere, and read a number of texts from the fields of philosophy, critical theory, performance studies, and visual and architectural studies, in an attempt to understand how architecture is beginning to develop compositional systems in which to envision dynamic and responsive spaces in specific cultural contexts. We will focus our research on the work of a number of German and international architects, performance, and new media artists, including Jochen Gerz, Renata Stih and Frieder Schnock, Horst Hoheisel, Micha Ullman, Shimon Attie, Daniel Libeskind, Peter Eisenman, Rem Koolhaas, Greg Lynn, Mark Goulthorpe, R and Sie, Axel Kilian, Paul Privitera, Hani Rashid and Lise-Ann Couture, Herzog and de Meuron, Archigram, William Forsythe, Jan Fabre, Rachel Whiteread, Rebecca Horn, Sasha Waltz, Richard Siegal, Michael Schumacher, Robert Wilson, the Blix Brothers of Berlin, Pina Bausch, Granular Synthesis, Sponge, Rafael Lozano-Hemmer, Toni Dove, and many others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Gilpin.

65. Making Memorials. This is a course about what happens to difficult memories: memories that are intensely personal, but made public, memories that belong to communities, but which become ideologically possessed by history, politics, or the media. How are memories processed into memorials? What constitutes a memorial? What gets included or excluded? How is memory performed in cultural objects, spaces, and institutions? What is the relationship between the politics of representation and memory? Who owns memory? Who is authorized to convey it? How does memory function? This course will explore the spaces in which memories are "preserved" and experienced. Our attention will focus on the transformation of private and public memories in works of architecture, performance, literature, and the visual arts primarily in Germany, Europe, and the United States. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor Gilpin.

OTHER COURSES

77, 78. Senior Departmental Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha†, Campbell‡, Couvares, Czap, Dennerline, Hunt, Levin‡, Redding‡, Sandweiss, Servos, and K. Sweeney; Associate Professor Saxton (Chair); Assistant Professors Epstein, López*, Maxey, Moss, and Ringer; Visiting Professor Gudmundson; Five College Assistant Professor Chu.

History is the disciplined study of the past. Through it we seek to cultivate the human need to know where we have come from and to capture the ways in which the past both burdens and inspires humankind. History includes the study of diverse peoples and individuals in times vastly different from our own as well as the study of events that are currently unfolding. Studying history also involves the study of historians, their writing and their influence on our understanding of the past. Historical writing can focus on specific issues, such as ideas, belief systems, social and economic structures, political institutions, or the lives of ordinary as well as extraordinary men and women. It helps us acquire greater respect for the past and greater humility about the present, to appreciate the lesson that purposive actions often have unanticipated consequences, to reflect about the relationship between social structures and individual thought and action, and to question easy assumptions about the constancy of "common sense" or the inevitability of our own ideas and conventions. Although historians may concentrate their efforts on particular times and places, or emphasize different aspects of the past, they share an interest in change over time and in the rigorous use of methods and sources that help us to understand such change. Courses in this department aim to stimulate independent and creative thought both about the many varieties of history and the evidence from which those histories are crafted.

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*On leave 2005-06.

†On leave first semester 2005-06.

‡On leave second semester 2005-06.

Major Program. History majors, in consultation with their advisors, design a course of study that combines a broad and meaningful distribution of historical subjects and methods with a concentration that develops analytical skills. All History majors are required to take nine courses. One of these must be History 99, taken normally in the junior or senior year, preferably after completion of two or more other history courses. Those majors who wish to write a thesis must fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their thesis.

All History majors must include as one of their courses for the major a *seminar* in which they write a substantial research paper that conforms to the department's "Guidelines for Research Papers," and that is guided by individual consultation with the instructor. (History 99, *Proseminar in History*, does *not* fulfill this requirement.) A student who contemplates writing a thesis in the senior year must complete the research paper by the end of the junior year. A student not intending to write a thesis may delay taking an appropriate seminar and completing the paper until the senior year. In exceptional circumstances and with the approval of the student's advisor and Department, a student may write the research paper in a seminar at another institution or for a course not designated as a seminar (with the consent of the instructor), as long as the paper conforms to the department's "Guidelines for Research Papers."

Concentration within the major. In completing their major, history students must take four courses either in the history of one geographical region (chosen from the six possibilities listed below), or in the history of a particular historical topic (for example, colonialism or nationalism), or in a comparative history of two or more regions, chosen by the student. The geographical regions are as follows: 1) the United States (US); 2) Europe (EU); 3) Asia (AS); 4) Africa and the diaspora (AF); 5) Latin America and the Caribbean (LA); 6) the Middle East (ME). Each student shall designate a concentration in consultation with his or her advisor.

Breadth requirements for the major. History majors must take courses from at least three of the six geographical regions listed above. In addition, all majors must take either two courses that focus on a pre-1800 period(^{P}) or one pre-1800 course and one course in comparative history(^{C}).

Comprehensive Evaluation. Students writing senior theses thereby fulfill the Department's comprehensive requirement. Other majors will demonstrate before the middle of their last semester both general and special historical knowledge in essays assigned and read by an evaluating committee of Faculty, and discussed in a colloquium of seniors and Faculty members.

Departmental Honors Program. The Department recommends Latin Honors for seniors who have achieved distinction in their course work and who have completed a thesis of Honors quality. Students who are candidates for Latin Honors will normally take two courses, History 77 and History 78, in addition to the courses required of all majors. With the approval of the thesis advisor, a student may take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her thesis.

Course Levels in the Department of History. *Introductory level* courses assume little or no previous college or university level experience in studying history either in general or in the specific regions covered by the courses. They are appropriate both for students new to the Department's offerings and for those who wish to broaden their historical knowledge by studying a region, topic, or period that they have not previously explored. *Intermediate level* courses usually focus on a narrower region, topic, or historical period. Although most intermediate level courses have no prerequisites (see the individual course listings), they assume a more defined interest on the part of the student, and are appropriate for those who wish to enhance their understanding of the specific topic as well as their analytical and writing skills. *Seminars* (upper-level courses) usually require the student to complete an independent research paper that satisfies the "Guidelines for Research Papers." They are appropriate both for history majors as a way of fully comprehending and practicing the craft of the historian, as well as for non-history majors who wish to pursue a topic in depth.

Key for concentration and breadth requirements for the major: US (United States); **EU** (Europe); **AS** (Asia); **AF** (Africa and the diaspora); **LA** (Latin America and the Caribbean); **ME** (Middle East); ^{P} (Pre-1800); ^{C} (Comparative).

INTRODUCTORY COURSES

03. Europe in the Twentieth Century. (EU) This course offers a broad survey of European history in the twentieth century. It will cover events such as World War I; the Bolshevik Revolution and the ensuing Soviet experiment; the Spanish Civil War; Nazism, World War II, and the Holocaust; the Cold War in Europe; the collapse of communism; and the Balkan Wars in the 1990s. In addition, the course will focus on the broad themes of twentieth-century European history: the confrontation between liberalism, fascism, and communism; the role of nationalism; the development of the welfare state; the decline of Europe's role in the world; the movement for European unity; and changing notions of race, class, and gender during the course of the century. Course materials will focus on primary documents, including films, memoirs, novels, political manifestos, and government and other official documents.

Limited to 60 students. First semester. Professor Epstein.

04. Europe at the Zenith of World Power. (EU) A survey of European history in the century separating the end of the French Revolutionary and Napoleonic wars (c. 1813-1815) from the outbreak of the First World War in 1914. The course explores two principal themes: first, the contested development of "nationality" and "nation" states; and, secondly, the trajectory of overseas expansion, imperialism and empire which historians today characterize as the first era of globalization. Two class meetings per week.

Second semester. Professor Bezucha.

05. Russia: A History of Russia Until Approximately 1800. (EU^{P}) An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. The course will consider new thinking about the course of Muscavite and Imperial history in light of the recent disappearance of the imperial structure of the Soviet state. Three class meetings per week.

First semester. Professor Czap.

06. Russia: A History of Late Imperial and Soviet Russia. (EU) As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider new interpretations of the 1917 Revolution that have emerged since the collapse of the Soviet Union. Two class meetings per week.

Second semester. Professor Czap.

08. Colonial North America. (US^P) A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Three class meetings per week.

Second semester. Professor Sweeney.

09. Nineteenth-Century America. (US) A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the growth of slavery, Civil War and Reconstruction, the rise of postwar large-scale industry, and big cities. Topics will include changing ethnic, racial, gender, and class relations, the struggles between labor and capital, and the emergence of middle-class culture. The format will include lectures and weekly discussions; readings will be drawn from both original and secondary sources. Two class meetings per week.

First semester. Professor Saxton.

10. Twentieth-Century America. (US) The course traces United States political, social, and cultural history from 1900 to the present. Among the topics covered are the rise of the modern corporation, class conflict and the Progressive movement; immigration, ethnic pluralism, and the rise of mass culture; the Great Depression and the New Deal; World War II, the Cold War, and McCarthyism; the civil rights and women's movements, the New Left, the New Right, and the continuing inequalities of race and class. Films and videos will regularly supplement class readings. Three class meetings per week.

Second semester. Professor Couvares.

11. Pre-Columbian Civilizations of Latin America and the Caribbean. (LA^P) Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an historian, guest speakers representing other disciplines, including Mesoamerican and Andean art specialists, will participate, making the course a true multi-disciplinary effort. Two class meetings per week.

Limited to 30 students. Omitted 2005-06. Professor Campbell.

13. Colonialism and Resistance in Latin America, 1492-1820. (LA^P) The course will cover the clash between indigenous and European societies as played out through the conquest. It will then address the issues of how Spain (as well as Portugal) created one of history's most enduring colonial systems, and why this system eventually collapsed. We will also consider the lingering effects of Latin America's colonial past. Coverage includes core regions (Mexico, Brazil, Peru, Caribbean) as well as "fringes" (Colombia, Rio Plata Region, Venezuela, and the present-day U.S. Southwest). Themes include: formation of economic and political systems, religious conversion, slavery, race, gender, political reform, and popular mobilization. Secondary readings and discussions supplemented by original documents, fiction, visual materials, and lectures. Two class meetings per week.

Omitted 2005-06. Professor López.

14. Struggles for Democracy in Modern Latin America, 1820 to the Present. (LA) A survey of the social, political, cultural, and economic history of Latin America from Independence (at the start of the nineteenth century) to the present. The approach is thematic and chronological. As a consequence, some countries and regions (Mexico, Brazil, Chile, Argentina, and Central America) will receive more attention than others (Paraguay, Uruguay, Ecuador, and Venezuela). Major themes include the emergence and consolidation of nation-states; changing ideas of race and gender; development of capitalist economies; the complex role of the U.S. in the region; radicalization among workers, peasants, students, and priests; and the production of historical knowledge. Discussions and secondary readings will be supplemented by original documents, fiction, movies, lectures, and visual materials. Two class meetings per week.

Omitted 2005-06. Professor López.

15. Chinese Civilization. (AS^P) (Also Asian 24.) A survey of Chinese history from ancient times to the eighteenth century. We will focus on texts and artifacts to explore the classical roots and historical development of Chinese statecraft, philosophy, religion, art, and literature. Using these media for evidence, we will trace the histories of inter-state relations, imperial institutions, global commerce, and family-based society through the ancient Han empire, the great age of Buddhism, the medieval period of global trade, and the Confucian bureaucratic empires that followed the Mongol world conquest. We will also compare these histories to those of European and other civilizations, considering Chinese and non-Chinese views of the past. Readings include the *Analects of Confucius* and other Confucian and Daoist texts, Buddhist tales and early modern fiction, selections from the classic *Records of the Grand Historian* (*Shiji*), and Jonathan Spence's *Emperor of China: Self-portrait of Kangxi*. Two class meetings per week.

First semester. Professor Dennerline.

16. Modern China. (AS) (Also Asian 46.) A survey of Chinese history from the Manchu conquest of 1644 to the present. Beginning with the successes and failures of the imperial state as it faced global economic development, expanding European empires, and internal social change, we will study the Opium War, massive nineteenth-century religious rebellions, Republican revolution and state-building, the "New Culture" movement, Communist revolution, the anti-Japanese war, Mao's Cultural Revolution, and the problems of post-Mao reform, all with comparative reference to current events. Readings, which include a wide variety of documents such as religious and revolutionary tracts, eye-witness accounts, memoirs, and letters, are supplemented by interpretive essays and videos. Two class meetings per week.

Second semester. Professor Dennerline.

17. Japanese History to 1600. (AS^P) (Also Asian 25.) This course surveys the societies, cultures, and traditions of the Japanese archipelago from pre-history to 1600. We will examine critical themes in early Japanese history, including the rise of the Yamato kingdom, influences from the Chinese continent and Korean peninsula, the Heian court, the emergence of samurai rule, as well as the civil wars and cosmopolitanism of the sixteenth century. We will read eighth-century mythology, Heian court literature, chronicles of war, as well as religious texts, asking how they refract the diverse experiences of early Japanese history. Classes will entail lectures coupled with close readings and discussion. Requirements include short response papers and topical essays. Three class meetings per week.

First semester. Professor Maxey.

18. Modern Japanese History: 1800-1990. (AS) (Also Asian 47.) This course introduces the modern history of the Japanese archipelago, from the late Tokugawa period through the rise of the modern Meiji nation-state, colonial expansion and total war. We will conclude with the postwar economic recovery and the socio-political challenges facing the Japanese nation-state in the early 1990s. Along the way, we will explore in the specific context of Japanese history themes that are relevant to modern societies: the collapse of a "traditional" regime, industrialization, bureaucratization, imperialism, feminism, radicalism, nationalism, war, and democracy. Classes will entail lectures along with close readings and discussions that engage primary texts, scholarship, and visual media such as film. Requirements include short response papers and topical essays. Three class meetings per week.

Second semester. Professor Maxey.

19. Middle Eastern History: 600-1800. (ME^P) (Also Asian 26.) This course surveys the history of the Middle East from the outset of the Islamic period to the beginning of the modern period. It is divided into the following segments: the formative period of Islam, the classical caliphates, the medieval courts, the Mongols, and the great empires of the Ottomans and the Safavids. The course is organized chronologically and follows the making and breaking of empires and political centers; however, the focus of the course is on the intellectual, social, cultural and religious developments in these periods. Two class meetings per week.

First semester. Professor Ringer.

20. The Modern Middle East: 1800-Present. (ME) (Also Asian 48.) This course surveys the history of the Middle East from 1800 to the present. The focus is on the political, social and intellectual trends involved in the process of modernization and reform in the Middle East. General topics include the Ottoman Empire and its decline, the impact of European imperialism and colonialism, programs of modernization and reform, the construction of nationalism and national identities, Islamism, development and contemporary approaches to modernity. Two class meetings per week.

Second semester. Professor Ringer.

21. Race, Empire, and Transnationalism: Chinese Diasporic Communities in the World. (US or AS) (Also American Studies 32 and Asian 34.) How does a study of the Chinese diasporic communities in Southeast Asia and the United States help us understand the questions of ethnic identity formation, construction, and negotiation? Moreover, how does the study of their history and experiences force us to rethink the concepts of "China" and "Chineseness"? These are the main questions that we seek to answer in this introductory course about the history of the Chinese diaspora. We will begin by looking into some of the historiographical issues in Chinese studies as to what constitutes "China" and "Chineseness"; then we will take a look into the history of selected Chinese diasporic communities in the world, specifically those in Southeast Asia, North America, and Australia. Throughout the course we will examine how these diasporic people and their families manipulated and continue to manipulate attempts by dominant groups to control their bodies and resources. Other questions to be discussed are: What caused these people to move? How do they understand their own identities? What forms of discrimination do they experience? Themes to be included are ethnicity, race, empire, gender, nationalism, transnationalism, and globalization. Two class meetings per week.

First semester. Professor Chu.

22. Colonial and Post-Colonial Africa. (AF) (Also Black Studies 47.) This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa, the integration of African societies into the world economy, the social and medical impact of imperial policies, and the nationalist struggles that resulted in the independent African states. We will also examine the divisiveness of ethnicity in post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire-Democratic Republic of Congo and the state as a source of chaos; the cultural and political dynamics of racial and individual identity in Botswana; and the historical background of the recent troubles and land-seizures in Zimbabwe. Three class meetings per week.

Omitted 2005-06. Professor Redding.

INTERMEDIATE-LEVEL COURSES

28. Topics on the Caribbean: Haiti and the French Caribbean. (LA or AF) This course focuses on political culture, attitudes toward statehood, and political leadership from the Haitian revolution of 1791-1804 to the present. From Toussaint Louverture, who led the revolution without contemplating a break with France, through Aimé Césaire, a proponent of alignment of Martinique, Guadeloupe, and French Guiana with France in 1946, to the Maastricht Treaty of 1992, which brought the territories into the European Union, the leaders of the French Caribbean have distinguished themselves from those of the Anglophone zone. In contrast to the world-wide trend toward decolonization and political independence, these territories chose status as "overseas departments" (départements d'outremer, DOM). We will examine the theory and practice of French assimilation policy and its critics, who termed it "cultural genocide." We will also explore the economic, political, and social impact of the American occupation of Haiti (1915-1934), the French occupation of Martinique (1939-1945), and the relentless angst over identity they further engendered, leading to the Indigenous Movement and theoretical constructs such as *Negritude, Antillanité,* and *Créolite*. Haiti will receive separate treatment as an independent country, and its relationship with the DOM territories will be discussed. Readings will include historical narratives, novels, and selections from the writing of Jean Price-Mars, Jacques Roumain, Frantz Fanon, Aimé Césaire, Leon-Gontran Damas, Edouard Glissant, and others. All readings will be in English. Two class meetings per week.

First semester. Professor Campbell.

29. The Reformation Era, 1500-1660. (EU^{P}) The course begins with writings by the great reformers (Erasmus, Luther, Calvin, and Loyola), using them as a basis for examining the relationship between religious ideas, individual temperament, and social, political, and cultural change. It then takes up the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, the rise of antisemitism, the significance of the Reformation for urban women, the social impact of the Counterreformation, and the role of religious millenarianism in the German Peasants' Revolt of 1525, the English Revolution of 1640, and the Thirty Years' War. Readings include several classic interpretations of the Reformation as well as recent works in social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

Omitted 2005-06. Professor Hunt.

30. The European Enlightenment. (EU^{P}) This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to classical antiquity, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role played by Enlightened ideas in the French Revolution, women and non-elites in the Enlightenment, the rise of scientific racism, pornography and libertinism, and the impact of press censorship. Readings for the course will include works by Descartes, Locke, Montesquieu, Voltaire, Rousseau, Diderot, Hume, Adam Smith, Choderlos de Laclos, Kant and Madame Roland. Two class meetings per week.

Second semester. Professor Hunt.

32. The Era of the French Revolution. (EU^{P}) The history of France during the thirty turbulent years separating the start of the ill-fated reign of Louis XVI in 1774 and the imperial coronation of Napoleon Bonaparte in 1804. Two class meetings per week.

Second semester. Professor Bezucha.

33. Modern Germany. (EU) This course will explore the history of Germany since 1871. It will examine unification, as well as militarism and colonialism in Imperial Germany; Germany in World War I; the politics of culture in Weimar Germany; Nazi Germany, including Nazi racial ideology, World War II, and the Holocaust; communist East Germany and the revolution of 1989; and the evolution of democracy in West and now united Germany. The course will consider major questions of modern German history: Did Germany pursue a peculiar path of development in the nineteenth century? Was the Nazi rise to power inevitable? How did the Nazi past shape East and West Germany? How did Germany become a stable democracy after 1945? Finally, the course will explore recurring themes in German history such as authoritarianism and dictatorship, and continuities and ruptures in political, social, and cultural history. Texts will include films, slides, fiction, memoirs, diaries, government documents, and classic and recent secondary accounts. Two class meetings per week.

Second semester. Professor Epstein.

34. Nazi Germany. (EU) This course will explore the history of Nazi Germany from 1933 to 1945. It will examine the emergence of Hitler and Nazism in Germany, Nazi ideology and aesthetics, Nazi racial policies, daily life in the Third *Reich*, women under Nazism, resistance to the Nazis, Nazi foreign policy and World War II, the Holocaust, and the Nuremberg War Crimes Trial. Class participants will also discuss themes that range beyond the Nazi case: How do dictatorships function? What constitutes resistance? How and why do regimes engage in mass murder? Texts will include films, diaries, memoirs, government and other official documents, and classic and recent scholarly accounts of the era. Two class meetings per week.

Omitted 2005-06. Professor Epstein.

37. Material Culture of American Homes. (US^{P}) (Also Fine Arts 33.) Using architecture, artifacts, visual evidence, and documentary sources, the course examines social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. In addition to providing a survey of American domestic architecture, the course provides an introduction to the study of American material culture. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Connecticut, and sites in Amherst form an integral part of the course. Two class meetings per week.

Limited to 25 students. Second semester. Professor Sweeney.

38. The Era of the American Revolution. (US^{P}) Surveying the period from 1760 to 1815, this course examines the origins, the development and the more immediate consequences of the American Revolution. The course looks at the founding of the American republic as an intellectual debate, a social movement, a military conflict, an economic event and a political revolution. Three class meetings per week.

Omitted 2005-06. Professor Sweeney.

39. Native American Histories. (US) This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, artifacts, films and other sources. Two class meetings per week.

Omitted 2005-06. Professor Sweeney.

40. Women of Color: Witnesses to American History. (US) (Also Black Studies 55 and Women's and Gender Studies 40.) See Women's and Gender Studies 40.

Omitted 2005-06. Professor Saxton.

41. African-American History from the Slave Trade to Reconstruction. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 57.) See Black Studies 57.

Combined enrollment limited to 50 students. First semester. Professor Moss.

42. African-American History from Reconstruction to the Present. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 58.) See Black Studies 58.

Combined enrollment limited to 50 students. Second semester. Professor Moss.

44. The Old South, 1607-1876. (US^{P}) This course will examine southern culture, politics and economic life from its origins up to the Civil War. Primary and secondary readings will cover issues including the roots of slavery and the development of a distinctive Afro-American culture, the rise of a planter aristocracy based on staple crop cultivation, and the evolution of a westward expanding backcountry. The course will focus on the growth and expression of southern ideas of freedom as they played out in the Revolution, Indian removal, and the sectional crisis. Two class meetings per week.

Second semester. Professor Saxton.

45. Women's History, America: 1607-1865. (US^{P}) (Also Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolitionism and feminism, and women's participation in the Civil War. Two class meetings per week.

Omitted 2005-06. Professor Saxton.

47. Women and Politics in Twentieth-Century America. (US) (Also Women's and Gender Studies 67.) This course will look at a number of political battles women have fought over the last one hundred years, beginning with suffrage, and including protective legislation and benefits for mothers and children. It will look at women's experiences in the Civil Rights and anti-war movements and the development of Second Wave Feminism as well as the many feminisms that emerged in its wake. Students will study the backgrounds of, and engage in debate about, a number of current battles including those over reproductive rights, pornography, and sexual harassment. We will make an effort to relate these controversies to earlier themes in twentieth-century women's politics. Two class meetings per week.

Limited to 25 students. Second semester. Professor Saxton.

48. Church, Family and Culture in Nineteenth-Century America. (US) (Also Women's and Gender Studies 66.) This course will look at antebellum experience through the lenses of religion, family, and literary, artistic and regional culture. Using a mix of primary and secondary sources, students will trace the changing moral values guiding education as well as the varieties of Christianity that gave shape to different forms of activism. It will also track changing family ideologies, the responsibilities of parents and constructions of childhood and adolescence. The course will include texts reflecting the experiences of family members, reformers, slaves, free blacks, evangelical Christians and Native Americans. It will look at artistic and literary representations of sectional themes and events like Indian Removal, westward expansion, The Fugitive Slave Law and the Dred Scott decision. Two class meetings per week.

Omitted 2005-06. Professor Saxton.

49. American Diplomacy I. (US) (Also Political Science 11.) To better understand the present commanding position of the United States in world politics, this course will examine critical historical moments in its foreign policy. In general, we will explore the variety of ways in which historians and political scientists have sought to explain foreign policy up to America's initial rise to world power during the Spanish-American War and the First World War. If foreign policy is the face American society presents to the rest of the world, how has this been manifested historically? Has the manifestation of American foreign policy been continuous and consistent or has it been filled with contradictions and paradoxes? Can the current policy of unilateralist globalism be traced to the nineteenth century when American statesmen sought to safeguard their nation's interests as they saw them by shunning great power entanglements and quarrels, and, at the same time, by constantly promoting territorial expansion, annexation, conquest and foreign markets? Or conversely, can the current unilateralist policy be more accurately traced to the eighteenth-century ideology of Providence and the nineteenth-century concept of Manifest Destiny, both of which saw America as the redeemer nation, part of a higher purpose, with a transcendent mission and status? Specifically, we will assess the combined significance of geography, social class, racism as well as religious and secular values on American diplomacy; investigate the major domestic political, social, economic and intellectual trends and impulses towards and against an imperial or imperialist foreign policy; analyze competing visions for conquests or interventions as advocated by various American elites; examine the methods used to extend the nation's borders, foreign trade and international influence; and seek to understand the impact of key foreign policy moments on American society's institutions, culture and human rights record during this period. Among the topics to be considered are the Federalist-Anti-Federalist debates over the scope of constitutional constraints on foreign policy, the political and diplomatic crises of the 1790s, the diplomacy of Jefferson and Madison, the Monroe Doctrine, the Mexican War, the Civil War, late nineteenth-century American imperialism as well as the great power diplomacies of Theodore Roosevelt and Woodrow Wilson. One class meeting per week.

First semester. Professors Levin and Machala.

50. American Diplomatic History II. (US) This course will survey the history of American foreign relations from the First World War to the Korean War.

Omitted 2005-06. Professor Levin.

51. American Diplomatic History III. (US) This course will survey the history of American foreign relations from the Korean War to the end of the Cold War.

Omitted 2005-06. Professor Levin.

53. Popular Revolution and Social Transformation in Nineteenth- and Twentieth-Century Mexico. (LA) Few countries are as well known, yet so poorly understood, as is Mexico among North Americans. Stereotypes of illegal immigration, violence, and drug smuggling often take the place of real understanding. As a result, few North Americans appreciate their neighbor's historical struggles to achieve political stability and economic prosperity. The goals of the course are two-fold: (1) to provide students with a general overview of the course of Mexican history, focusing not only on the dominant narrative, but also on the experience of subaltern groups (including women, indigenous peoples, peasants, and those from the periphery); and (2) to grapple with the question of what genuine social revolution looks like, how it unfolds, and to what degree it has been attained in Mexico. Discussions and secondary readings will be supplemented by original documents, testimonials, on-line materials, movies, images, music, and art. Two class meetings per week.

Omitted 2005-06. Professor López.

54. Environmental History of Latin America. (LA) Environmental history has taken off in exciting new directions. Lamentations about the felling of the trees have given way to larger questions that connect environmental history with social, political, and economic issues. What unexpected links exist between environmental problems (such as environmental degradation, desertification, soil salination, species extinction, biotic invasions, deforestation, and animal grazing) and human problems (such as declining subsistence, income inequality, scientific racism, regional underdevelopment, incomplete capitalist transformation, social marginalization, and political violence)? Taking environmental history seriously forces us to revise our understanding of social changes, the rise and fall of civilizations, and contemporary problems of political instability. And putting current environmental debates into historical context enables us to ask: What models of environmental activism have worked in Latin America, and which have not? Why? Can history guide us in our current efforts to develop a sustainable approach to the environment that helps the land and its fauna but does so in a way that brings greater justice and self-determination to the people who live there, while at the same time balancing the interests of the state and of investors? Discussion and secondary readings will be supplemented by original documents, testimonials, on-line materials, movies, images, and art. Two meetings per week.

Omitted 2005-06. Professor López.

56. Central America: Reform, Reaction and Revolution. (LA) This course explores the diverse experiences of Central American nations since the mid-nineteenth century. From a common basis in an export-oriented agriculture, social and political alternatives ranging from social democracy to recurrent military rule, neofascist regimes, and revolutionary socialism have emerged in the isthmus. The course uses materials ranging from autobiography and literature to historical and anthropological studies to understand how this came to be. In addition to national cases, we consider the unique experiences of the area's indigenous and Atlantic-coast peoples within and outside the nation-state framework. Two class meetings per week.

Second semester. Professor Gudmundson of Mount Holyoke College.

57. China in the World, 1895-1919. (AS) (Also Asian 49.) In 1895 the emergent Japanese empire imposed a humiliating defeat on the declining Qing empire in China, began the colonization of Korea and Taiwan, and set in motion the reformist and revolutionary trends that would shape the political culture of the Chinese nation in later times. In 1919, concessions by the Chinese warlord regime in Beijing to Japan at Versailles sparked the student movement that would further radicalize the political culture and ultimately divide the nation politically between Nationalist and Communist regimes. This course focuses on the intellectual, cultural, political, and economic issues of the era in between, when, despite the weakness of the state, the creative visions and efforts of all informed people were in line with those of progressives throughout the world. We will explore these visions and efforts, with special reference to national identities, civil society, and global integration, and we will consider their fate in wartime, Cold War, and post-Cold War Asia. Two class meetings per week.

First semester. Professor Dennerline.

58. Religion and Society in Greater China. (AS) (Also Asian 50.) This course will focus on religious beliefs and practices in Chinese communities, past and present, in China and abroad. The goal is to develop comparative perspectives on the varieties of religious activity in Chinese societies by studying them in local and global contexts. Among the issues to be considered are the following: 1) Is there such a thing as "Chinese religion" as distinct from the specific rites and doctrines of Buddhism or Taoism? 2) What has been the role of states in shaping religion in China? What have been the roles of Confucianism, Nationalism, and Communism? 3) How are the activities of local cults related to particular social or political interests? 4) How are the beliefs and practices of household religion and ancestor worship compatible with or contradictory to those of Buddhism, Christianity, and Islam? 5) How do current religious developments in Chinese communities support or oppose what political analysts call "civil society"? Reading, discussion, and individual research projects. Two class meetings per week.

Second semester. Professor Dennerline.

59. Topics in Tokugawa Japan. (AS^P) (Also Asian 51.) This course examines significant topics in Tokugawa Japan, a vibrant period of social, cultural, and economic change stretching from 1600 to 1868. We will study topics such as the rise of the Tokugawa shogunate, urban life and culture, economic development, and intellectual and religious conversations. As we examine the structure of Tokugawa society, its economic developments, and cultural productions such as puppet-theater and popular literature, we will challenge preconceptions about "traditional" Japan and emphasize the important currents of change, conflict, and crisis. In addition to reading primary texts in translation, we will also explore different modes of historical analysis: material/economic, intellectual/cultural, and political. Classes will entail lectures coupled with close readings and discussion. Short response papers and one longer paper (10-12 pages) on a topic chosen by the student are required. Two class meetings per week.

Second semester. Professor Maxey.

60. Early Islam: Construction of an Historical Tradition. (ME^P) (Also Asian 55.) This course examines in depth the formative period of Islam between c. 500-680. Using predominantly primary material, we will chart the emergence, success, and evolution of Islam, the Islamic community, and the Islamic polity. The focus of this course is on understanding the changing nature over time of peoples' understanding of and conception of what Islam was and what Islam implied socially, religiously, culturally and politically. We concentrate on exploring the growth of the historical tradition of Islam and its continued contestations amongst scholars today. This course will familiarize students with the events, persons, ideas, texts and historical debates concerning this period. It is not a course on the religion or beliefs of Islam, but a historical deconstruction and analysis of the period. Two class meetings per week.

First semester. Professor Ringer.

61. The History of Israel. (ME) This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. Two class meetings per week.

Omitted 2005-06. Professor Levin.

62. Women in the Middle East. (ME) (Also Asian 63 and Women's and Gender Studies 62.) The course examines the major developments, themes and issues in women's history in the Middle East. The first segment of the course concerns the early Islamic period and discusses the impact of the Quran on the status of women, the development of Islamic religious traditions and Islamic law. Questions concerning the historiography of this "formative" period of Islamic history, as well as hermeneutics of the Quran will be the focus of this segment. The second segment of the course concerns the 19th- and 20th-century

Middle East. We will investigate the emergence and development of the "woman question," the role of gender in the construction of Middle Eastern nationalisms, women's political participation, and the debates concerning the connections between women, gender, and religious and cultural traditions. The third segment of the course concerns the contemporary Middle East, and investigates new developments and emerging trends of women's political, social and religious activism in different countries. The course will provide a familiarity with the major primary texts concerning women and the study of women in the Middle East, as well as with the debates concerning the interpretation of texts, law, religion, and history in the shaping of women's status and concerns in the Middle East today. Two class meetings per week.

Omitted 2005-06. Professor Ringer.

63. State and Society in Africa Before the European Conquest. (AF^{P}) (Also Black Studies 48.) Africa has been called by one historian the social laboratory of the human species; the continent has been the birthplace of some of the oldest known and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political takeover of the continent by Europeans in the late nineteenth century, and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. Initially, we will investigate the notion of "tribe" and its relationship to language and identity. We will look at some historical myths and their impact on researching and writing the history of precolonial Africa. The bulk of the course will focus on four broad topics to be discussed in depth: domestic slave systems and the slave trade in precolonial Africa; the interaction of religion and power on the development of the kingdom of Kongo and the Sahel states; the genesis of the Zulu state in southern Africa and its significance in the early 1800s; and the changing roles of women in various regions in the period before 1885. Two class meetings per week.

First semester. Professor Redding.

64. Introduction to South African History. (AF) (Also Black Studies 49.) This course will explore major themes in the history of a historically troubled but intriguing country. It will begin by examining evidence regarding indigenous cultures, move on to study the initiation and expansion of white settlement and African resistance, the effects of gold-mining, the development of racially based conflict, and African nationalism and responses to apartheid. The course will end with discussions of recent events in South Africa, particularly the Truth and Reconciliation Commission and its aftermath, as well as the AIDS epidemic. Roughly half the semester will be spent on the pre-industrial period (until 1869), and half on the period after the major mineral discoveries through to the present. Two class meetings per week.

Omitted 2005-06. Professor Redding.

66. Disease and Doctors: An Introduction to the History of Western Medicine. (^{C}) Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

First semester. Professor Servos.

67. Turning Points in the History of Science. (EU^P) An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Omitted 2005-06. Professor Servos.

68. Science and Society in Modern America. (US) A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Professor Servos.

69. Public History in the United States. (US) This course examines the many ways Americans encounter their pasts—in textbooks, films, monuments, museums, historic sites, and public policy. The versions of history presented in these public forums challenge and augment the interpretations of professional historians, and raise questions about who *owns* and *interprets* the past. Readings will include works on the overall problem of history's relationship to "memory" and "heritage," as well as several case studies that look closely at the politics of public history. Examples might include the ongoing assertions of Confederate heritage, Native American claims to historical places and objects, the National Park Service's interpretation of battlefields and parks, the Smithsonian's exhibition on the use of the atomic bomb, debates over reparations for historical injustice, and commemorations of 9/11 and the Oklahoma City bombing. Requirements include several short papers and an individual project that explores how a particular historical event might be visualized and presented to a broad public audience. Two class meetings per week.

Limited to 25 students. Second semester. Professor Sandweiss.

SEMINARS (UPPER-LEVEL COURSES)

74. Topics in the History of Sex, Gender and the Family. (^{C}) (Also Women and Gender Studies 20.) The topic changes from year to year. One class meeting per week.

Limited to 20 students. Omitted 2005-06. Professor Hunt.

75. Seminar on Modern European History. (EU) The topic changes each time the course is taught. In fall 2004 the seminar will commemorate the bicentennial of Napoleon Bonaparte's imperial coronation (on 2 December 1804) by focusing on what historian Michael Broers has recently called "one of the most paradoxical episodes in the history of modern Europe": the rise and fall of the short-lived French Empire. Many roads led to Waterloo. We will begin by establishing a working knowledge of the period through lectures, assigned readings, and discussion. While not neglecting the Emperor's dramatic biography and military adventures, our emphasis will be on the character of his domestic dictatorship and the failed attempt to impose colonial-imperialist rule on the map of Europe. During the second half of the semester, each student (in regular consultation with the instructor) will study and write about a subject of his or her specific interest. Two class sessions per week.

Not open to first-year students. Limited to 20 students. Omitted 2005-06. Professor Bezucha.

76. Topics in European History: The Politics of Memory in Twentieth-Century Europe. (EU) This course will explore the role of historical memory in the politics of twentieth-century Europe. It will examine how evolving memories of major historical events have been articulated and exploited in the political cultures of England, France, Germany, Eastern Europe, and the Soviet Union/Russia. Topics will include the politics of memory surrounding World Wars I and II, Vichy France, the Holocaust, Soviet Stalinism, and Eastern European communism. Seminar participants will also discuss general issues concerning collective memory: why societies remember and forget historical events, how collective memories resurface, the relationship between memory and authenticity, and the pitfalls of politicizing historical memory. Finally, seminar participants will analyze different sites of memory including film, ritual, monuments, legal proceedings, and state-sponsored cults. One class meeting per week.

Limited to 15 students. Second semester. Professor Epstein.

80. Seminar in Russian History. (EU) The topic changes from year to year. Class reports and a research paper. One class meeting per week.

Not open to first-year students. Limited to 20 students. Omitted 2005-06. Professor Czap.

81. Seminar on the Social and Cultural History of New England. (US^P) This seminar provides an interdisciplinary examination of the creation and transformation of cultural patterns in New England. Drawing upon the resources of Historic Deerfield, Amherst College, Old Sturbridge Village, and other sites, the course will introduce students to the variety of artifacts, landscapes and documentary sources that can be used to explore the history of this region from 1500 to 1900. It will make use of the work of archaeologists, anthropologists, and cultural geographers as well as economic, intellectual, and social historians. Two class meetings per week.

Limited to 20 students. Omitted 2005-06. Professor Sweeney.

82. Topics in African-American History: Race and Educational Opportunity in America. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 67.) This seminar is an interdisciplinary exploration of the relationship between race and educational opportunity in American history. Students will gain a historical understanding of the divergent educational experiences of various groups within American society. The course is divided into four units: ethnicity and educational access in early America, education and segregation in Jim Crow America, desegregation (implementation and opposition) after *Brown v. Board of Education*, and contemporary discussions over race and access to education. In the first section of the course, students will pay special attention to trends including northern and southern resistance to African American education, education as assimilation, and vocational vs. classical education. Next, they will delve into twentieth- and twenty-first-century issues involving race and education. For example, they will examine how specific communities—northern, southern, and western—grappled with the desegregation process. Finally, students will assess the extent to which desegregation has been achieved and the transformative effects of this policy on public schools. One class meeting per week.

Limited to 20 students. Second semester. Professor Moss.

84. Seminar in U.S. Cultural History. (US) The topic changes from year to year. The topic for 2005-06 is "Culture Wars." The seminar will explore cultural conflicts in America from the early nineteenth century to the present. Topics may include conflicts over alcohol and drug use, over freedom of the press, over immigration, over the teaching of evolution, over prostitution, and over "decency" in movies and other forms of entertainment. Special attention will be paid to the class and ethnic roots of such conflicts. Students will be expected to write a research paper on a subject of their choice. One class meeting per week.

Admission with consent of the instructor. Preference given to History majors. Limited to 20 students. First semester. Professor Couvares.

85. Seminar in Western American History. (US) This seminar will focus on the West of the imagination, considering how historical texts, novels and visual images can function as primary source materials to understand some of the central issues of western American history. We will examine a broad range of pictorial materials—including maps, prints, paintings, photographs, and films—in order to understand how images have shaped American perceptions of the western landscape and the diverse peoples of the West. We will also consider how novels—including Helen Hunt Jackson's *Ramona* and Owen Wister's *The Virginian*—have molded popular understanding of the region's past. Particular attention will be given to the ways in which artists and writers have both expressed and influenced broader cultural ideas relating to exploration and settlement, relations between native and non-native peoples, and the legacy of the Spanish Southwest. Students will be expected to write a 20-page research paper on a topic of their choice. Two class meetings per week.

Limited to 15 students. Second semester. Professor Sandweiss.

86. Seminar on Trade and Plunder in Latin America and the Caribbean. (LA or AF) This course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the basis for Spain's hegemonic claim to it; the response of Spain's maritime enemies to this monopoly particularly through their *corsairs*, privateers, pirates and *buccaneers*, and the extent to which these groups undermined Spain's hegemony as they helped the British and French especially in their empire-building in the Caribbean, Central and South America. Readings will include primary source documents such as papal bulls, the *Requerimiento*, treaties like Tordesillas and Godolphin, chronicles, eyewitnesses' accounts and historical narratives. One class meeting per week.

Omitted 2005-06. Professor Campbell.

87. Seminar on Race and Nation in the U.S.-Mexican Borderland. (LA or US) The U.S.-Mexican borderland has been the site of intense struggle and even violence over race and nation. These tensions have a long history within the region, and they have had important consequences both for the region, and for the rest of Mexico and the U.S. Most studies tend to focus on either the U.S. Southwest or northern Mexico, but in this course we will attempt to unite the study of these two regions and their people. Within this land short on ecological resources, whites, Native Americans, and *mestizos* (mixed bloods) competed violently over politics, economics, and culture. We will discuss the similarities and differences between U.S. and Mexican understanding of the boundaries and significance of race, particularly concerning Native Americans, and how this related to politics and economics. We also consider the emergence of the European-American as the ideal U.S. type north of the border, and the *mestizo* as the ideal Mexican type south of the border, and how these developments impacted indigenous politics differently within the two countries. Central themes include race, gender, violence, state and nation formation, industrialization, colonialism and imperialist expansion, popular politics, and environmental change. In addition to secondary readings, the class incorporates original documents, music, and images. Two meetings per week.

Requisite: One course in either U.S. or Latin American history. Not open to first-year students. Limited to 15 students. Omitted 2005-06. Professor López.

88. Comparative Slave Systems. (C) This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

First semester. Professor Campbell.

90. The History and Memory of Japan's War. (AS) (Also Asian 62.) The varied names given to the fifteen years of war conducted by Japan—the Pacific War, the Great East Asian War, the Fifteen-Year War, World War II, and the Asian-Pacific War—suggest a number of conflicting perspectives arise from that war. How has the experience of a fifteen-year war during the 1930s and '40s shaped memory and history in Japan, East Asia, and the United States? This seminar begins with this broad question and pursues related questions: How are the memory and history of war intertwined in both national and international politics? What forms of memory have been included and excluded from dominant historical narratives and commemorative devices? How does critical historiography intersect with the politics and passions of memory? We will use oral histories, primary documents, film, and scholarship to guide our thoughts and discussions. We will begin with a history of Japan's Fifteen-Year War and move on to prominent debates concerning the history and memory of that war. A reading response journal, short response papers, and a research paper will be required. Students will also serve as discussion initiators. One class meeting per week.

Not open to first-year students. Limited to 15 students. First semester. Professor Maxey.

92. Topics in African History: Riot and Rebellion in Colonial and Post-Colonial Africa. (AF) (Also Black Studies 50.) This seminar will examine the development of several outbreaks of violence in Africa in the colonial and post-colonial periods. We will look at the economic, social, religious, and political roots of these disturbances, and we will discuss the problems historians face in trying to narrate and analyze these often chaotic events. The events studied will include the Bambatha or Zulu revolt in South Africa in 1907-08; the Maji Maji rebellion in German-controlled Tanganyika; Hutu extremism and the 1994 genocide in Rwanda; the widespread revolt in the 1980s and '90s in South Africa, and the rebel movement led by Alice Lakwena in northern Uganda beginning in the late 1980s. We will also discuss the legends that often develop in the aftermath of violence in the creation of historical narratives. One class meeting per week.

Limited to 20 students. Admission with consent of the instructor. First semester. Professor Redding.

93. Seminar on Middle Eastern History: Modern Turkey—Modern Iran: From Authoritarian Modernization to Islamic Resistance. (ME) (Also Asian 64.) In the early twentieth century Turkey and Iran seemed to be on similar trajectories towards modernization. Turkey and Iran today, however, evidence very different societies, political systems, and relationships to religion and the West. This course will examine the programs of the authoritarian modernizers of the twentieth century in historical context and seek to illuminate the basis of their very different political, cultural and social legacies. Why does Turkey follow a secularism that is intolerant of sartorial freedoms and cultural and religious minorities? Why, in such a secular state, is Turkey experiencing a rise of Islamist movements? Conversely, why does Iran follow an Islamic government that is likewise intolerant of sartorial freedoms and religious minorities? Both claim to be democratic—how and why are these claims validated? What are the roots of their visions of the modern world and where are these societies headed? One class meeting per week.

Not open to first-year students. Limited to 20 students. Preference given to students who have taken at least one course regarding the Middle East. Second semester. Professor Ringer.

94. Seminar on the "Wonder Drugs" and Modern Medicine. (US) Physicians often say that medicine became truly effective only in the mid-twentieth century, when an avalanche of new remedies became available, first in Europe and North America but quickly around the world. Collectively dubbed "the wonder drugs," these products included sulfa drugs and antibiotics for bacterial infections, cortico-steroids for arthritis and other inflammatory diseases, tranquilizers for mental illness, and diuretics for hypertension. The new medicines offered millions of patients relief from dread diseases and physicians long-awaited validation of the effectiveness of scientific medicine. For a generation that came of age in the 1940s and 1950s, they supplied powerful testimony to the creative and beneficent powers of science. The "wonder drugs" also gave pharmaceutical firms lucrative new products and governments complex new regulatory challenges. Many of our current debates over drug development, testing, marketing, and pricing commenced in the 1950s, as newly introduced drugs helped reshape the structure of the health care industry. This seminar will treat the history of the "wonder drugs"—their origins in biomedical research, their production and distribution (both in the United States and world-wide), and some of the medical and political issues that are associated with their use, distribution, and safety. All participants in the seminar will be required to write a research paper involving the use of primary sources. One class meeting per week.

Not open to first-year students. Admission with consent of the instructor. Limited to 20 students. Second semester. Professor Servos.

99. Proseminar in History: Writing the Past. This course offers an opportunity for history majors to reflect upon the practice of history. How do we claim to know anything about the past at all? How do historians construct the stories they tell about the past from the fragmentary remnants of former times? What is the connection of historians' work to public memory? How do we judge the truth and value of these stories and memories? The course explores questions such as these through readings and case studies drawn from a variety of places and times. Two class meetings a week.

Not open to first-year students. Required of all history majors. First semester: Professor Epstein. Second semester: Professor Czap.

77, 77D, 78, 78D. Senior Departmental Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to juniors and seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course.
First and second semesters.

RELATED COURSES

Post-Cold War American Diplomatic History. (US) See Colloquium 18.
Omitted 2005-06. Professors Levin and Machala.

The American Dream. See American Studies 11.
First semester. The Department.

The City: Los Angeles. (US) See American Studies 12.
Second semester. The Department.

Greek History. See Classics 32.
Omitted 2005-06. Professor R. Sinos.

History of Rome: The Roman Empire, 31 BCE-235 CE. (EU^P) See Classics 33.
Omitted 2005-06. Professor Damon.

Economic History of the United States, 1600-1860. (US) See Economics 28.
Requisite: Economics 11. First semester. Professor Barbezat.

Economic History of the United States, 1865-1965. (US) See Economics 29.
Second semester. Professor Barbezat.

Public Art. (US or LA) See Kenan Colloquium 22.
Omitted 2005-06. Professors Clark and López.

Law and Historical Trauma. (^{C}) See Law, Jurisprudence and Social Thought 38.
Omitted 2005-06. Professor Hussain.

Religion in the United States. See Religion 19.
First semester. Professor Wills.

History of Christianity—The Early Years. (EU^P) See Religion 45.
Omitted 2005-06. Professor Doran.

Religion in the Atlantic World: 1441-1808. See Religion 58. (Also Black Studies 28.)
First semester. Professor Wills.

Introduction to the Peoples and Cultures of Eurasia. See Russian 20.
Second semester. Five College Professor Glebov.

KENAN COLLOQUIUM

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the Committee on Academic Standing and Special Majors, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 343. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professors Cobham-Sander of the English and Black Studies Departments, Professor Campbell of the History Department, and Professors Maraniss and Stavans of the Spanish Department.

Individual courses related to the Latin American area which are offered at the College include: History 11, 13, 14, 53, 54, 86; Spanish 17, 29, 36, 39, 41, 46, 48, 52, 53, 55, 56, and 57.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Douglas (Chair), Kearns, and Sarat, Associate Professor Umphrey†, Assistant Professors Hussain* and Sitze, Visiting Assistant Professor Delaney.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices. In addition, the curriculum of LJST is designed to foster the development of a substantive focus for student interests in the study of law and skills in analysis, research, and writing as well as capacity for independent work.

Major Program. Starting with the class of '08, a major in Law, Jurisprudence and Social Thought consists of a minimum of eleven courses. Students wishing to major in LJST must complete LJST 01 (The Social Organization of Law) and LJST 10 (Legal Theory) by the end of their sophomore year and before declaring their major. In addition, LJST majors must take two seminars during their junior year, one of which will be an Analytic Seminar and one of which will be a Research Seminar. Analytic Seminars emphasize close analysis of text, practice, or image, and frequent writing; Research Seminars require students to complete substantial, independent projects. Study abroad or other contingencies may require alterations of the timing of these requirements in individual cases. All LJST majors must take LJST 77 and 78 in their senior year in order to complete an independent research and writing project. Each student shall submit a description of his/her proposed independent project by the start of the first semester of their senior year. That description shall designate an area of inquiry or topic to be covered, a bibliography of sources relevant to the project, and a research plan.

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*On leave 2005-06.

†On leave first semester 2005-06.

Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture). Majors are encouraged to take courses in each of these areas.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a LJST major. In no case, may those courses be used to satisfy the Analytic or Research Seminar requirements.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in their course work and whose independent projects are judged to be of honors quality. A first draft of the results of the independent work will be submitted before the start of the second semester. The final draft will be submitted in April and read and evaluated by a committee of readers whose members will make recommendations to the Department concerning levels of honors.

Students seeking to do Departmental Honors work must have a college-wide grade average of B+ or above. Admission to the Honors Program is by the consent of the Department, and is contingent upon our assessment of the feasibility and value of the student's formal thesis proposal, his or her capacity to carry the thesis through to a fruitful conclusion as evidenced in prior coursework, and the availability of faculty to supervise thesis work. The thesis proposal consists of a description of an area of inquiry or topic to be covered, a list of courses that provide necessary background for the work to be undertaken, and a bibliography.

Students contemplating Honors work should begin to define a suitable project during the second semester of their junior year, and must submit a thesis proposal in advance of the first week of classes for Departmental evaluation. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated at the end of the second semester by a committee of readers whose members will make recommendations to the Department concerning the thesis's level of Honors.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

01. The Social Organization of Law. (Also Political Science 18.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

02. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by (or about) Thoreau, Hobbes, Blackstone, Marx, Freud, and such contemporary thinkers as Shklar, Unger, Hart, and Fish.

Second semester. Professor Kearns.

03. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

Second semester. Professor Douglas.

05. Race, Place, and the Law. Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in

America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

Second semester. Visiting Professor Delaney.

06. Law, Crime, and Cultural Processes. Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries that include or exclude certain kinds of behavior or types of individuals from the polity, and through direct physical violence and the containment of bodies. This course will address, both historically and theoretically, the ways in which crime and criminality have been imagined, enacted, and punished over the last two centuries. Exploring the interplay of criminological discourse and popular culture, we will examine the movement from what Michel Foucault has described as a "society of spectacle," in which punishment was public and bodily, toward a "society of surveillance" in which criminals are scrutinized and remade behind and outside the high walls of the penitentiary. We will also sort through various theories of criminality and inquire into their cultural assumptions and consequences. Can criminal activity be represented as a product of biology, or environment, or sensibility? Who ought to be held legally or morally responsible for his or her acts? What are the social and cultural conditions that have produced various competing understandings of "the criminal," and why might we excuse, tolerate, even condone some illegalities at any given moment in history? In answering those questions we will draw upon a mix of historical, literary, philosophical, social scientific, and filmic texts.

Limited to 60 students. Omitted 2005-06. Professor Umphrey.

08. The Civil Rights Movement: From Moral Commitment to Legal Change. In America the term "civil rights" conventionally signifies rights of minorities and, more specifically, rights of African-Americans. It is also sometimes claimed that the expansion of these rights entailed imposing limitations on the rights of others. This course challenges these understandings by examining the idea that all Americans have "civil rights" and that the distribution of civil rights in society need not mean limiting the rights of one group to advance the interests of another. We will explore these propositions through a study of the influence and impact of the Civil Rights Movement from the 1950s to 1970s on American law and American society more generally. We will examine how political movements mobilize moral commitment and the ways such commitment is received in or by legal institutions. After a survey of important legal and social changes brought about by civil rights advocates, we will look at how such changes inspired the contemporary struggles of Native Americans, women, and poor people. In addition, we will examine the meaning of legal equality and recent controversies about affirmative action. Throughout, we will seek to understand how law is changed as well as how law contributes to social change.

Omitted 2005-06. Visiting Professor Delaney.

10. Introduction to Legal Theory. This course provides an introduction to the primary texts and central problems of modern legal theory. Through close study of the field's founding and pivotal works, we will weigh various theorists' approaches to questions that every study, practice, and institution of law eventually encounters. These questions concern law's very nature or essence; its complicated relations with ethics, morality, and religion; its interpretation and application in courts; and its place and function in the preservation and transformation of political and social order. Readings will include works by John Locke, Thomas Hobbes, Friedrich Nietzsche, Karl Marx, Max Weber, Jeremy Bentham, John Austin, H.L.A. Hart, Lon Fuller, Richard Posner, Ronald Dworkin, and Michel Serres.

Second semester. Professor Sitze.

11. Law, Violence and Forgiveness. In this course, we will approach the problem of forgiveness from a very specific angle. We will want to know how, if at all, forgiveness is related to the specifically legal powers of pardon, clemency, and amnesty. In the first half of this course, we will take up this question by exploring some key junctures in what might be called the "genealogy of forgiveness." We will consider the Athenian amnesty of 403 B.C., Aristotle's discussion of *epieikeia* ("equity") in Book V of *The Nicomachean Ethics,* the various discussions of mercy, repentance, and release in the books of Matthew, Mark, and Luke, Seneca's rendering of clemency in his letter to Nero, the theme of "grace and nature" in medieval political theology, and the problem of forgiveness in the writing of Friedrich Nietzsche, Hannah Arendt, and Jacques Derrida. In the second half of the course, we will bring our genealogical understanding of forgiveness to bear on its contemporary use and, perhaps, abuse. We will seek to understand how powers of pardon, clemency, and amnesty have been used in situations where law is forced to respond to two very different forms of what might be called "the unforgivable," namely, civil war and crimes against humanity. In particular, we will study legal documents and essays pertaining to President Abraham Lincoln's amnesties of 1863 and 1864, West German President Konrad Adenauer's amnesties of 1949 and 1954, South Africa's 1993 amnesty agreement and subsequent Truth and Reconciliation Commission, and Algeria's 1999 Law of Civil Harmony.

First semester. Professor Sitze.

12. Psychoanalysis and Law. This course will provide an introduction to psychoanalysis as a comprehensive theory of law. Although psychoanalysis has not traditionally been considered an integral part of the discipline of legal theory, its insights into the origin and structure of law are at once intriguing and troubling, and its response to the basic question of jurisprudence—"what is law?"—permits us to refer with clarity and precision to an experience of law about which we would otherwise have to remain silent. Freud teaches that law is an institution that at once emerges from and recoils upon our most quotidian and intimate experiences—love and aggression, sublimation and art, language and fantasy, perversion and wit, jealousy and forgetfulness, conscience and paranoia, desire and transgression, gender and sexuality, anxiety and infancy—and he gives us a set of interpretive terms and techniques that help us grasp this teaching. Our inquiry into the psychoanalytic study of the law will be divided into two parts. After studying the account of law offered by Freudian psychoanalysis, we will explore the ways that various scholars have both applied and critiqued psychoanalytic concepts in their understanding of law. In addition to reading Sophocles' *Oedipus Rex* and *Antigone*, Freud's *Totem and Taboo* and *Civilization and its Discontents*, and Lacan's *Seminar VII: The Ethics of Psychoanalysis*, we will thus also read works by such thinkers as Jerome Frank, David Garland, Pierre Legendre, Drucilla Cornell, Patricia Williams, and Judith Butler.

First semester. Professor Sitze.

20. Murder. Murder is the most serious offense against the legal order and is subject to its most punitive responses. It gives meaning to law by establishing the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and inquiring about the differences among them. It examines the definition of homicide in different historical and cultural contexts and compares that crime with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the increasing prevalence of murder in American urban life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arose? How is murder commodified and consumed in popular culture? What is the significance of such commodification and consumption for the way it finds its way into law's own narratives? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as *Oedipus Rex*, *Crime and Punishment*, *Macbeth*, Poe's "The Murders at the Rue Morgue," Capote's *In Cold Blood*, and Arendt's *Eichmann in Jerusalem*, and films such as Hitchcock's *Rope*, *Thelma and Louise*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder.

Omitted 2005-06. Professor Sarat.

21. The State and the Accused. This course will examine the unusual and often perplexing means by which the law makes judgments about guilt and innocence. Our inquiry will be framed by the following questions: What gives a court the authority to pass judgment on a person accused of criminal wrongdoing, and what defines the limits of this authority? What ends does the law seek to pursue in bringing an accused to justice? What "process" is due the accused such that the procedures designed to adjudicate guilt are deemed fair? How do these standards differ as we travel from adversarial systems of justice (such as the Anglo-American) to inquisitional systems (e.g., France or Germany)? Finally, how has the process of rapid globalization changed the relationship between the state and the accused and, with it, the idea of criminal justice itself? In answering these questions, our investigations will be broadly comparative, as we consider adversarial, inquisitional, and transnational institutions of criminal justice. We will also closely attend to the differences between law's response to "common" criminals and extraordinary criminals, such as heads of state, armed combatants, and terrorists.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. First semester. Professor Douglas.

25. Film, Myth, and the Law. The proliferation of law in film and on television has expanded the sphere of legal life itself. Law lives in images which today saturate our culture and have a power all their own, and the moving image provides a domain in which legal power operates independently of law's formal institutions. This course will consider what happens when legal events are renarrated in film, and examine film's treatment of legal officials, events, and institutions (e.g., police, lawyers, judges, trials, executions, prisons). Does film open up new possibilities of judgment, model new modes of interpretation, and provide new insights into law's violence? We will discuss ways in which myths about law are reproduced and contested in film. Moreover, attending to the visual dimensions of law's imagined lives, we ask whether law provides a template for film spectatorship, positioning viewers as detectives and as jurors, and whether film, in turn, sponsors a distinctive visual aesthetics of law. Among the films we may consider are *Inherit the Wind, Call Northside 777, Judgment at Nuremberg, Rear Window, Silence of the Lambs, A Question of Silence, The Sweet Hereafter, Dead Man Walking, Basic Instinct, The Shawshank Redemption, Unforgiven*, and *A Civil Action*. Throughout we will draw upon film theory and criticism as well as the scholarly literature on law, myth, and film.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 20 students. Second semester. Professors Sarat and Umphrey.

30. Law, Speech, and the Politics of Freedom. In the United States, the idea of free speech is held to be both a political and moral ideal. The First Amendment makes freedom of speech a centerpiece of liberal democratic values and processes, and thus of American identity itself. But what, precisely, do we mean when we link the ideas of freedom and speech? What kinds of speech, and what kinds of freedom, are implicated in that linkage? Correlatively, what does it mean to "censor"? Drawing upon political philosophy, literary theory, court cases, imaginative writing, and examples from contemporary culture, this course will explore the multiple meanings of "free speech," their legal regulation, and their deployment in American public culture. Why should we value "free" speech? Who do we imagine to be the speaker whose speech is or ought to be free: the man on the soapbox? The political protester? The media conglomerate? The anonymous chat-room inhabitant? What does it mean to say that various kinds of speech may be dangerous, and under what conditions it might be conceivable to shut down or regulate dangerous speech, or conversely to promote "politically correct" speech in either formal or informal ways? How do speech forms (for example, parody, poetry, or reportage) differ, and should some garner more legal protection than others? Can silence be considered a kind of speech?

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 35 students. Second semester. Professor Umphrey.

31. Moving Law: Social Movements and Legal Transformations. This course examines social movements (and related phenomena) as integral elements of legal orders and as significant sources of legal transformations. Through interdisciplinary, cross-cultural, and historical analyses, the course will explore the ways in which non-state actors engage formal legal institutions to shape or reform law, in order to affect the conditions of social life. Of particular interest are not merely desired changes in laws but resultant changes in the culture of law more broadly. The course will draw on a wide range of movements (historical and contemporary; "progressive" and conservative; broad-based and narrowly focused; American and non-American; local, national and global; North and South, activist and bureaucratic from "below" and from "within"; etc.) and study two or three in closer detail. The over-arching objective is to achieve a richer understanding of both the inner workings of "the law" and the dynamic life of law outside of formal institutions.

Requisite: LJST 01 or consent of the instructor. First semester. Visiting Professor Delaney.

35. Law's Nature: Humans, the Environment and the Predicament of Law. "Nature" is at once among the most basic of concepts and among the most ambiguous. Law is often called upon to clarify the meaning of nature. In doing so it raises questions about what it means to be human.

This course is organized around three questions. First, what does law as a humanistic discipline say about nature? Second, what can law's conception of nature tell us about shifting conceptions of humanness? Third, what can we learn by attending to these questions about law's own situation in the world and its ability to tell us who we are? We will address these questions by starting with the environment (specifically wilderness). We will then expand our view of nature by examining legal engagements with animals (endangered species, animals in scientific experiments, and pets), human bodies (reproductive technologies, involuntary biological alterations, the right to die) and brains (genetic or hormonal bases for criminal defenses). Throughout, we will focus our attention on the themes of knowledge, control and change. We will look, for example, at relationships between legal and scientific forms of knowledge and the problematic role of expert knowledge in adjudicating normative disputes. We will also look at law's response to radical, technologically induced changes in relations between humans and nature, and to arguments in favor of limiting such transformations.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2005-06. Visiting Professor Delaney.

37. Law and the American War in Vietnam. The American war in Vietnam was, among other things, a watershed event in American legal history. Throughout the duration of the war there was vigorous debate about its legality in terms of international law, natural law and constitutional law. The conduct of the war and its relation to the draft and to dissent generated unprecedented public disagreement about such fundamental legal issues as authority, obligation, due process, civil liberties, crime and punishment, and the relationship between law and morality. The war was also the topic or context for a number of trials during which official legal actors endeavored to make formal legal sense of the war and of law's relationship to it. As a historical event, the war may also be examined in light of more contemporary themes such as legal consciousness, law as violence, and governmentality. The course will explore legal aspects of the war both as a historical study and as a case study of law in extreme situations.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2005-06. Visiting Professor Delaney.

38. Law and Historical Trauma. Certain events in political history—revolutions, civil wars, transitions from authoritarian or totalitarian regimes to political democracy, or particular moments in the ongoing constitutional life of a nation—seem unusual in the breadth and depth of the break or rupture that they make from tradition, the past, and the ongoing self-understandings of a people. Those events pose a special opportunity and challenge for law. Can law repair the traumatic ruptures associated with revolution, civil war, and recent democratic transitions? In such moments does law provide a reassuring sense of stability that serves to maintain the underlying continuity of history? Or, does it compound the crisis of dramatic historical transformation by insisting on judging the past, bringing the losers to justice, and publicly proclaiming the "crimes" of the old order? What can we learn about law by examining its responses to historical trauma? To address these questions we will first examine the idea of trauma and ask what makes particular events traumatic and others not. Is trauma constitutive of law itself? Is law always born in traumatic moments and, at the same time, continuously preoccupied with responding to its own traumatic origins? We will then proceed comparatively and historically by focusing on a series of case studies including colonial revolution in Algeria, Aboriginal rights cases in Australia, slavery and civil war in the United States, and regime changes in South Africa, Germany, and Argentina. In each we will identify the part played by law and ask what we can learn about the capacities and limits of law both to preserve national memory and, at the same time, to build new social and political practices.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2005-06. Professor Hussain.

39. Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. (Also Political Science 39.) See Political Science 39.

First semester. Professor Bumiller.

40. Law, God and Modernity. It is the hallmark of modernity that law is secular and rational, made by humans for their purposes. Modern law relegates the divine to the realm of private belief, while the modern state guarantees the uninterrupted observance of a multiplicity of beliefs. Yet secularism has never been an uncontested position and many philosophers have suggested that the sovereignty of the modern state is itself a worldly duplicate of religious understandings of god's omnipotence. Today the connection of law and the sacred has taken on new urgency with the so-called "return of the religious," most famously with the rise of political Islam but also with Christian movements in the west, and with the transformations of sovereignty through globalization. This course is a historical and cross-cultural examination of the relationship of law, sovereignty, and the sacred. It focuses on a range of topics: the understanding of secularism in general and the American doctrine of the separation of church and state in particular; the legal theory of Islamization; the meaning of orthodoxy, both legal and religious. It examines both the secular uses of the concept of the sacred, and the religious deployment of modern legal concepts. It asks how the proper names of law and god are used to anchor various normative visions.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 30 students. Omitted 2005-05. Professor Hussain.

41. Interpretation in Law and Literature. Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations? How can the critic or judge continue to claim to read in an authoritative manner in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. First semester. Professor Douglas.

43. Law's History. History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Hussain.

47. Global Legality. Traditionally, the idea of law has been associated with the legal system of a nation state, derived from a national constitution and delimited by territorial borders. Yet today, with the complex process called globalization, it is often argued that the prominence of borders, the older sovereign powers of that state, and even the idea of a national law are all in decline. Instead, we have an unprecedented flow of goods, money and people; the increasing regulation of economic and social life by supranational organizations such as the I.M.F. and World Bank; and with the institution of human rights, a new conception of rights and duties that is universal in scope. This class will examine the economic, cultural and, above all, legal dimensions of globalization. We will focus on the history of the League of Nations and the United Nations, the idea and practice of human rights, and the transfer of state powers to international agencies. We will also ask, however, if such processes are as new as they are often made out to be. Taking a larger historical perspective that includes colonialism and imperialism, we will trace older versions of a global legality, of the recurrent dream (or nightmare) of a single order of law and values to govern all of humankind.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Hussain.

50. Twentieth-Century American Legal Theory. The discipline of legal theory has the task of making law meaningful to itself. But there is a variety of competing legal theories that can make law meaningful in divergent ways. By what measure are we to assess their adequacy? Is internal coherence the best standard or should legal theory strive to accord with the extra-legal world? Then too, the institutions and practices of law are components of social reality and, therefore, as amenable to sociological or cultural analysis as any other component. Here again, many different kinds of sense can be made of law depending upon how "the social" is itself theorized. This course engages the theme of law and the problems of social reality by way of a three-step approach. The first part of the course presents an overview of the main lines of twentieth-century American legal thought. We begin with a study of legal formalism and the challenges posed to it by legal realism and its various successor theories. One focus of debate between formalism and its rivals is how much social realism should be brought to bear on legal analysis. Another question is: what kind of social realism should be brought to bear on the analysis of law. The second segment of the course provides a survey of some of the candidates. These include the Law and Society Movement, neo-Marxism and Critical Legal Studies. In the final segment we look at how these theoretical issues are given expression in connection with more practical contexts such as poverty law, labor law or criminal law.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. Second semester. Visiting Professor Delaney.

51. Before the Law: Reading Kafka. Since its introduction into the English language in 1947, the adjective "Kafkaesque" has become a commonplace in legal scholarship and lawyerly rhetoric. Kafka's name now serves as a synonym for one of law's outermost limits, designating an experience where law's language and logic have become incomprehensible, its relation to justice and morality severed, yet where, despite all of this, its force remains in effect. But while the popularization of "the Kafkaesque" might give the impression that Kafka's lessons have been learned, it should also cause us to wonder whether the opposite is not closer to the truth: that is, whether the conspicuous appropriation of Kafka in and by legal discourse has not also had the effect of muting Kafka's more troubling lessons about the nature of law itself. How exactly, then, did Kafka understand law? Under what conditions did he arrive at that understanding? And what relation to law's language, morality, and force are implied in Kafka's unique style of writing? In this course, we will take up these questions and more, approaching Kafka not as an author whose literary works just happen to touch upon law as merely one among many themes, but as a student of law whose lessons about law's relation to life, language, time, and desire could have been expressed only through the invention of a new style of writing.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. First semester. Professor Sitze.

56. Representing and Judging the Holocaust. This seminar will address some of the foundational questions posed by radical evil to the legal imagination. How have jurists attempted to understand the causes and logic of genocide, and the motives of its perpetrators? Is it possible to "do justice" to such extreme crimes? Is it possible to grasp the complexities of history in the context of criminal trial? What are the special challenges and responsibilities facing those who struggle to submit traumatic history to legal judgment? We will consider these questions by focusing specifically on a range of legal responses to the crimes of the Holocaust. Our examination will be broadly interdisciplinary, as we compare the efforts of jurists to master the problems of representation and judgment posed by extreme crimes with those of historians, social theorists, and artists. Readings will include original material from the Nuremberg, Eichmann, and

Irving trials, and works by, among others, Hannah Arendt, Zygmunt Bauman, Christopher Browning, Primo Levi, and Art Spiegelman.

Requisite: LJST 10 or consent of the instructor. Limited to 15 students. Second semester. Professor Douglas.

57. Property, Liberty and Law. What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? Our bodies or likenesses? Our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

Requisite: LJST 01 or 10 or consent of the instructor. Limited to 15 students. First semester. Visiting Professor Delaney.

77, 78. Senior Departmental Honors. Independent work under the guidance of a tutor assigned by the Department. Open to senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Theory. See Anthropology 23.
Not open to first-year students. Second semester. Professor Babb.

Economic Anthropology and Social Theory. See Anthropology 43.
Second semester. Professor Goheen.

Women and the Law in Cross-Cultural Perspective. See Bruss Seminar 26.
Second semester. Professor Hunt.

Law and Economics. See Economics 66.
Omitted 2005-06. Professor Nicholson.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54.
Omitted 2005-06. Professor Parker.

Topics in African History. See History 92.
Limited to 20 students. First semester. Professor Redding.

Normative Ethics. See Philosophy 34.
Requisite: One course in philosophy or consent of the instructor. Second semester. Professor Shah.

What Is Morality About? See Philosophy 38.
Omitted 2005-06. Professor Shah.

Lawlessness: Terror and Its Denial. See Political Science 19.
Omitted 2005-06. Professor Bumiller.

Modern Classics in Political Philosophy. See Political Science 28.
First semester. Professor Mehta.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.
Omitted 2005-06. Professor Arkes.

The Political Theory of the American Founding. See Political Science 58.
Omitted 2005-06. Professor Arkes.

Punishment, Politics and Culture. See Political Science 60.
Second semester. Professor Sarat.

Psychology and the Law. See Psychology 63.
Second semester. Professor Hart.

Ancient Israel. See Religion 21.
Omitted 2005-06. Professor Niditch.

Reading the Rabbis. See Religion 41.
Omitted 2005-06. Professor Niditch.

Foundations of Sociological Theory. See Sociology 15.
First semester. Professor Himmelstein.

Gender Labor. See Women's and Gender Studies 24.
Second semester. Professors Barale and Olver.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Asian Languages and Civilizations, English, Mathematics and Computer Science, and Philosophy. The College does not offer a major in this subject. Students interested in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost, Call, Cox, C. McGeoch†, L. McGeoch*, Rager (Chair), Starr, and Velleman; Assistant Professors Benedetto*, Kaplan, and Tranbarger; Visiting Assistant Professors Armen and Leise.

*On leave 2005-06.
†On leave first semester 2005-06.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Non-majors who seek introductory courses are advised to consider Mathematics 05, 11, 15, and Computer Science 05 and 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 21 or 22 or 25, 26, 28, and at least three other courses in Mathematics numbered 14 or higher. In addition, a major must complete two courses outside Mathematics which demonstrate significant use of mathematics. These two courses may be chosen from the following list: Computer Science 27, 31, or 38, Physics 16, 17, 23 or 24, Philosophy 50, or Economics 58, 65, 67, or 73. Requests for alternative courses must be approved in writing by the Chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the first year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 21 or 22 or 25, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Coordinator. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

05. Calculus with Algebra. Mathematics 05 and 06 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 05 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 05 and 06 are sufficient for any course with a Mathematics 11 requisite, Mathematics 05 alone is not. However, students who plan to take Mathematics 12 should consider taking Mathematics 05 and then Mathematics 11, rather than Mathematics 06.

First semester. The Department.

06. Calculus with Elementary Functions. Mathematics 06 is a continuation of Mathematics 05. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 05 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Four class hours per week.

Second semester. The Department.

09. Lies, Damned Lies, and Statistics. In 1895 H.G. Wells wrote that "Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write." Today, statistics are cited to sway our opinion on everything from which toothbrush dentists prefer to how crime rates have changed from one political administration to the next. This seminar focuses not on statistical calculations, but on the critical evaluation of statistics that are presented every day in mass media. Topics to be discussed include proper survey and study methodologies, accurate visual displays of information, fundamentals of probability, the basics of hypothesis testing and confidence intervals, as well as the true meaning of correlation and the limitations of regression models. Three class meetings per week.

Limited to 20 students. First semester. Professor Tranbarger.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications, including max/min problems and related rates; the definite integral, simple applications; trigonometric functions; logarithms and exponential functions. Four class hours per week.

First and second semesters. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First and second semesters. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester: Professor Starr and Visiting Professor Leise. Second semester: Professor Starr.

14. Introduction to Probability. This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2005-06.

15. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory, logic, mathematical induction; basic counting principles; relations and equivalence relations; graph theory; and rates of growth. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Velleman.

16. Chaotic Dynamical Systems. Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Omitted 2005-06.

17. Introduction to Statistics. This course is an introduction to applied statistical methods useful for the analysis of data from all fields. Brief coverage of data summary and graphical techniques will be followed by elementary probability, sampling distributions, the central limit theorem and statistical inference. Inference procedures include confidence intervals and hypothesis testing for both means and proportions, non-parametric alternatives to standard hypothesis tests of the mean, the chi-square test, simple linear regression, and a brief introduction to analysis of variance (ANOVA). Four class meetings per week.

Requisite: Math 11 or the equivalent. First semester. Professor Tranbarger.

18. Mathematical Modeling in Biology, Chemistry and Geology. This course is an introduction to the use of differential equations to model naturally occurring systems in Biology, Chemistry, and Geology. The course will begin with population models, including epidemics and predator-prey interactions. This will involve the study of initial value problems, phase-plane analysis and stability. These ideas will then be applied to systems of differential equations arising from chemical reactions, including ozone formation and the Belousov-Zhabotinskii oscillatory reactions. The chaotic Lorenz equations from meteorology will also be discussed. The course will then switch to the partial differential equations used in the study of groundwater flow. Darcy's law will be formulated at increasing levels of sophistication until arriving at the numerical solution of the Laplace equation. The final topic will be advection, which is used to model transport phenomena in biological and geological systems. Four class hours per week (which include occasional in-class computer labs).

Requisite: Mathematics 11 or consent of the instructor. Omitted 2005-06.

19. Wavelet and Fourier Analysis. The first half of the course covers continuous and discrete Fourier transforms (including convolution and Plancherel's formula), Fourier series (including convergence and the fast Fourier transform algorithm), and applications like heat conduction along a rod and signal processing. The second half of the course is devoted to wavelets: Haar bases, the discrete Haar transform in 1 and 2 dimensions with application to image analysis, multiresolution analysis, filters, and wavelet-based image compression like JPEG2000. Three class hours per week plus a weekly one-hour computer laboratory.

Requisite: Mathematics 13 and one of 21, 22, or 25. First semester. Visiting Professor Leise.

20. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Omitted 2005-06.

21. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence, basis, and dimension; systems of linear equations and their solution by Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. Special attention will be paid to the theoretical development of the subject. Four class meetings per week.

Requisite: Mathematics 12 or consent of the instructor. This course and Mathematics 22 or 25 may not both be taken for credit. First semester. Professor Armacost.

22. Linear Algebra with Applications. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence, basis, and dimension; systems of linear equations and their solution by Gaussian elimination; matrix operations; linear transformations and their representations by matrices; eigenvalues and eigenvectors; and inner product spaces. Additional topics include ill-conditioned systems of equations, the LU decomposition, covariance matrices, least squares, and the singular value decomposition. Recommended for Economics majors who wish to learn linear algebra. Four class hours per week, with occasional in-class computer labs.

Requisite: Mathematics 12 or consent of the instructor. This course and Mathematics 21 or 25 may not both be taken for credit. Second semester. Visiting Professor Leise.

23. Topics in Geometry. The topics and requisites may change from year to year. The topics for 2004 were neutral geometry, non-Euclidean geometry and differential geometry.

In Euclidean geometry, the parallel axiom asserts that given a line and a point not on the line, there is a unique line through the point parallel to the given line. This implies, for example, that the sum of the angles of a triangle is always 180 degrees. In the nineteenth century, it was discovered that this is not the only possible geometry.

The course begins with neutral geometry, which makes no assumptions about parallel lines. We then study non-Euclidean geometry, which uses a different parallel axiom. Here, we still have geometric objects like circles and lines, but many of the theorems and formulas are different. For example, the sum of the angles of a triangle will always be less than 180 degrees, and this sum determines the area of the triangle. This will have interesting consequences concerning similar triangles. We also study the fascinating history of non-Euclidean geometry.

The final part of the course was an introduction to differential geometry. The key concepts are geodesics (which replace straight lines) and curvature (which measures how a surface bends). These enable us to make some interesting models of non-Euclidean geometry and to see how geometric ideas can be applied in a much wider context. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Omitted 2005-06.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2005-06.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 21 or 25 or both 15 and 22 or consent of the instructor. Second semester. Professor Armacost.

27. Set Theory. Most mathematicians consider set theory to be the foundation of mathematics, because everything that is studied in mathematics can be defined in terms of the concepts of set theory, and all the theorems of mathematics can be proven from the axioms of set theory. This course will begin with the axiomatization of set theory that was developed by Ernst Zermelo and Abraham Fraenkel in the early part of the twentieth century. We will then see how all of the number systems used in mathematics are defined in set theory, and how the fundamental properties of these number systems can be proven from the Zermelo-Fraenkel axioms. Other topics will include the axiom of choice, infinite cardinal and ordinal numbers, and models of set theory. Four class hours per week.

Requisite: Mathematics 15, 21 or 25 or 28, or consent of the instructor. Second semester. Professor Velleman.

28. Introduction to Analysis. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, or her work. Students whose abstracts show significant progress are admitted to Computer Science 78 and complete a thesis during the spring semester. A document describing the details of the Honors Program is available from the Department Coordinator.

05. Demystifying the Internet. This course provides an introductory survey of topics in computer science that are related to the Internet. Students will become familiar with the history and underlying structure of the Internet and with technologies such as email, web browsers, search engines, and web page design tools. We will learn about the science behind the technology: topics to be addressed include network design and network protocols, limitations of modern encryption methods, and applications of algorithmics and artificial intelligence to the design of search engines. Some time will also be spent considering social issues such as privacy, worms and viruses, spam, cookies, and encryption policy. Two class meetings per week, with occasional in-class lab sessions.

This course does not provide prerequisite credit for any computer science course, nor does it count towards the computer science major. No previous experience with computers is required. Limited to 40 students. Second semester. Professor C. McGeoch.

11. Introduction to Computer Science I. This course introduces ideas and techniques that are fundamental to computer science. The course emphasizes procedural abstraction, algorithmic methods, and structured design techniques. Students will gain a working knowledge of a block-structured programming language and will use the language to solve a variety of problems illustrating ideas in computer science. A selection of other elementary topics will be presented, for example: the historical development of computers, comparison and evaluation of programming languages, and artificial intelligence. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

First and second semesters. The Department.

12. Introduction to Computer Science II. A continuation of Computer Science 11. This course will emphasize more complicated problems and their algorithmic solutions. The object-oriented programming paradigm will be discussed in detail, including data abstraction, inheritance and polymorphism. Other topics will include the implementation of simple data structures and the use of finite-state machines in algorithm design. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or consent of the instructor. This course is the appropriate starting point for most students with some prior programming experience. It is open to students who took Computer Science 11 before 2005-06 only with consent of the instructor. First semester: The Department. Second semester: Professor C. McGeoch.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor Kaplan.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11 or consent of the instructor. Computer Science 12 will be a requisite after 2003. First semester: The Department. Second semester: Professor Rager.

23. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 21 or consent of the instructor. Omitted 2005-06.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Professor Rager.

27. Cryptography. Banks, businesses, and governments have long needed the ability to transmit information between computers while preventing eavesdroppers from acquiring the information. With the expansion of electronic commerce on the Internet, individuals need similar assurance that their transactions are private. One way to try to keep information secret is to *encrypt* it before transmitting it. Encryption can also be used to achieve other goals of secure communications, such as permitting "digital signatures" on electronic messages in order to prevent the transmission of fraudulent messages. In this course we will study a variety of encryption schemes, how they can be used, and how secure they are. Topics will include classical cryptosystems, the data encryption standard, public-key cryptography, key escrow systems, and public policy on encryption. Three one-hour lectures per week. Offered in alternate years.

Requisites: Computer Science 21 and one of Mathematics 15, 24, 26, or 28. Omitted 2005-06.

29. Networks. Computing networks have fundamentally changed the ways we use computers. The ubiquity of networks and their broad range of uses have introduced substantial challenges in the design and analysis of computer communication. It is now critical that any pair of computers be able to communicate large amounts of data with minimal delay, thus producing challenges for the design, management, and analysis of networks.

This course will examine the underlying concepts that make computer networks possible. We will begin with the problems of communicating between two computers, and then we will address the problems of building generalized networks for an arbitrary number of computers. Topics will include layered network structure, signaling methods and their theoretical limitations, error detection and correction, flow control, routing, congestion, protocol design, compression, encryption, programming interfaces, and security.

Requisite: Computer Science 11. Omitted 2005-06.

30. Concurrency. We consider the implications of shifting from a single-process model of computation to one comprising two or more processes that interact while running concurrently. Examples of concurrent processes are found inside parallel computers, on distributed systems, and in Internet services. This course will explore problems of concurrency as they arise in several areas of computer science, including models of concurrent computation and their realization in architecture, designing correct protocols and efficient algorithms, developing programming languages to describe concurrency, and writing concurrent programs. Three class hours per week.

Requisites: Computer Science 14 and 21. Omitted 2005-06.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21 and Mathematics 15, 26, or 28 or consent of the instructor. First semester. Professor Rager.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Second semester. The Department.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages.

The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive languages, finite state automata, Turing machines, decidability, and computational complexity. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 15, 26 or 28 or consent of the instructor. Omitted 2005-06.

39. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor Kaplan.

40. Seminar in Computer Science. The topic for 2005 is Computational Biology. Recent advances in understanding the molecular basis of life rely not only on the traditional laboratory methods of the biologist but also on computational techniques for extracting meaning from enormous amounts of data. This field presents hard new problems to the computer scientist, as well as opportunities to bring existing techniques to bear on a new domain. In this course we will study algorithms and data structures that address such problems as multiple sequence alignment, physical mapping, similarity search, gene detection, protein structure prediction, genome rearrangements, and the construction of phylogenetic trees.

Requisite: Computer Science 21. First semester. Professor Armen.

77, 78. Senior Departmental Honors. Open to seniors with consent of the Department.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to a member of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professor contributes to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in his or her area of interest and inquiry.

MUSIC

Professors Kallick†, Reck, and Spratlan; Associate Professor Schneider (Chair); Assistant Professor Sawyer*; Valentine Visiting Professors Beaudoin and Móricz; Visiting Associate Professor Sanford; Mellon Visiting Assistant Professor Engelhardt; Lecturer Diehl.

*On leave 2005-06.
†On leave first semester 2005-06.

The Music Department offers a full range of courses both for students with previous musical experience and for those coming to the study of music for the first time. We strive as a department—within the limits of our resources—to support the widest possible range of musical styles in our course offerings and performance activities. We encourage all students interested in making music a part of their lives and their liberal arts education to acquire a strong mastery of the fundamentals of musicianship. Students in need of review of music fundamentals (scales, key signatures, intervals, sight-singing) and those particularly interested in learning to read music should enroll in Music 11. Students with fluency in music fundamentals but without extensive theory background should consider Music 12, 25, 65, and 69. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. Students contemplating a major in music should take the necessary background courses so as to elect Music 31 no later than the fall of their junior year. Students will not be admitted to the major before the completion of Music 31. Students contemplating honors work must complete Music 32 no later than the spring of their sophomore year. (This applies beginning with the class of 2008.)

Performance Ensemble. Performance ensemble 28H, Music 09/10 and Music 09H/10H is available on a credit or non-credit basis. There is no extra fee charged in either case. Students who wish to participate in any of the department's large choral or instrumental ensembles or in a chamber music group or jazz combo should consult the Music Department Coordinator for information regarding the various performing options.

Performance Instruction. Performance Instruction 29H, (fall semester), 30H, (spring semester) is available on a credit or non-credit basis. A fee is charged in either case. For 2005-06 the fee for each semester course will be $600, for which the student is fully committed following the 14-day add/drop period. Students who wish to elect performance instruction for credit must meet the criteria outlined under the heading PERFORMANCE. Students who elect performance instruction for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. See the Music Department Coordinator for information regarding instructors for this program.

Major Program. The Department offers the major in Music with a concentration in performance, jazz, popular or world music, composition, music theory, music history, music literature and criticism, and music drama and opera studies. Students interested in declaring a music major should contact the chair, normally no later than the first week of their junior year. Students will not be admitted to the major before the completion of Music 31. At the time of application to the major, students will be asked to describe in writing their goals for the major and the courses they plan to elect (www.amherst.edu/~music/MusicMajorForm.pdf). Normally, students will not be admitted to the major in their senior year. In consultation with a member of the department, students will determine the most appropriate manner for fulfilling the departmental requirement of eight semester courses. Note that because the music faculty is eager to help students create individualized paths in the major, we strongly encourage potential majors to speak with members of the department as early as possible in their academic careers. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College interchange as well as the courses offered by the Mellon Fellow associated with the Global Sound Project. For example, courses in African-American music are also offered at the University of Massachusetts and Hampshire College and courses in rock and popular music at Smith College. Above all, the Department is committed to helping students put together the program that is most suited to their interests, abilities, and aspirations. All majors must elect at a minimum: one course in Music and Culture (Music 21, 22, or 23 [applies to the class of 2009]); Music 31 and 32; and one course designated as a major seminar. A class designated as a major seminar must be taken after the completion of Music 31 to fulfill the major seminar requirement. In 2005-06, major seminars include Music 33 and Music 46. Majors contemplating honors work must also elect Music 33 or 34. Majors contemplating honors in Composition must complete Music 71 or Music 72 no later than the spring of their junior year, and normally Music 69 in preparation.

Comprehensive Examination. Majors who are not electing to do honors work must successfully complete a comprehensive examination in the senior year or enroll in Music 46 (see Music 46 course description for further explanation). No comprehensive exam is required of students doing honors projects. Note that Music 46 may be used to fulfill either the seminar requirement or comprehensive examination requirement, but not both.

Departmental Honors Program. In the senior year students may elect to do honors work—a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, a major music drama or opera project, or performance of a full recital. In preparation for this work, a student will ordinarily elect a number of courses in a field of concentration beyond those required. The thesis course, Music 77-78, should be elected in the senior year. Students interested in the Honors Program should inform the Department of their plans no later than the midpoint of the spring semester in their junior year. An honors proposal must be submitted to the Music Department for approval no later than the end of drop/add in the fall of the senior year.

INTRODUCTORY COURSES

01. Discovering Music. An introductory course designed to teach those with little or no musical background to listen to and write about music with greater understanding. A historical survey of Western art music ranging from Gregorian chant to music of the 1990s will enable students to identify a wide range of styles and genres of vocal and instrumental music. Assignments will emphasize aural analysis and be complemented by the reading of select historical documents. Exams will include listening identification. No musical background necessary. Two class meetings and one listening section per week.

Second semester. Professor Móricz.

09H. Performance and Analysis I. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. This course is open to singers and instrumentalists. Music 9 may be elected either as a full credit or half credit and may be repeated. (Full credit option omitted 2005-06.)

Admission with consent of the instructor. First semester. The Department.

10H. Performance and Analysis II. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. This course is open to singers and instrumentalists. Music 10 may be elected either as a full credit or half credit and may be repeated. (Full credit option omitted 2005-06).

Admission with consent of the instructor. Second semester. The Department.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced into the technical details of music such as musical notation, intervals, basic harmony, meter and rhythm. Familiarity with basic music theory will enable students to read and perform at sight as well as to compose melodies with chordal accompaniment. Music analyzed and performed during the course will be drawn primarily from the Western tonal tradition. Assignments will include notational exercises, short papers and/or preparation of music for classroom performance. This course serves as a requisite for many of the music department offerings. Three class meetings and one lab section per week.

Students with some musical experience contemplating music 11 are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester: Professor Móricz. Second semester: Professor Schneider.

12. Exploring Music. Through composition and performance of our own works and through the analysis of popular masterworks from Bach to Broadway, we will build a solid working understanding of the basic principles of melody and harmony in the Western tradition. Creative assignments will include writing melodies and accompaniments as well as brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. Three hours of classroom instruction plus a one-hour lab session for ear- and musicianship-training per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester: Professor Schneider. Second semester: Professor Beaudoin.

15. The Mystery and Magic of J.S. Bach. An exploration of the life and music of J.S. Bach (1685-1750), following his career from Arnstadt to Leipzig and including the great organ works; the keyboard, chamber, and orchestral music from the two-part inventions and *Well-Tempered Clavier* to the *Brandenburg Concertos*; the solo violin and cello works; the cantatas, *St. Matthew Passion*, *B-minor Mass*, and other choral masterpieces; and the unique concepts of *The Musical Offering* and *The Art of the Fugue*. Some musical background and ability to read music. Two class meetings per week.

Omitted 2005-06. Professor Reck.

STUDIES IN OPERA AND MUSICAL THEATER

18. Creating Musical Drama. In conjunction with the music department's 2005-06 Mozart Project, Music 18 will stage one of the greatest of all operas, Mozart's *The Marriage of Figaro*. Maestro Mark Swanson, stage director Scott Parry, and a cast of remarkable young singers will join us in creating a fully staged production of Mozart's quintessential exploration of bedroom farce, political revolution, and human folly. No experience in music or theater required, only a desire to engage fully with Mozart and his music.

Second semester. Professor Kallick.

19. Reading Opera. The topic changes from year to year.

Requisite: Music 31 or consent of the instructor. *Fulfills the seminar requirement for the major.* Omitted 2005-06. Professor Kallick.

STUDIES IN MUSIC HISTORY AND CULTURE

21. Music and Culture I. (Also European Studies 37.) One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. This course is an introduction to European music in the Medieval, Renaissance, and Baroque eras. We will begin by singing Gregorian chant and will go on to cover such topics as the music of the Troubadours, the polyphonic style associated with Notre Dame, the development of musical notation, Renaissance sacred polyphony, madrigals, court dances, and the birth of opera. Throughout the course we will seek to bring the music we study alive by singing and/or playing. We will also host several professional performers of "early music" who will help us understand how this music is likely to have sounded at the time of its creation.

Requisite: Music 12 or consent of the instructor. First semester. Professor Schneider.

22. Music and Culture II. One of three courses in which the stylistic development of Western music is studied in its cultural-historical context. In this course the emphasis will be on a chronological survey of the period 1750-1900. Starting in 1750, the year of J.S. Bach's death, we will witness the birth of modern concert life and the rise of what has become the heart of the "classical" concert repertory. In the first part of the course we will follow the development of the symphony, the string quartet, the concerto and opera, focusing on the works of Haydn, Mozart and Beethoven. In the nineteenth-century portion of the course we will address numerous aspects of Romanticism including the encroachment of the aesthetics of the "sublime" on that of the "beautiful," the replacement of the belief in universal validity with the cult of the individual, and music as a surrogate religion. Composers to be studied include Rossini, Schubert, Mendelssohn, Schumann, Liszt, Berlioz, Wagner, Chopin, Verdi, Musorgsky and Brahms. Readings will include music-historical documents and selected critical and analytical articles. Paper assignments will enable the students to connect detailed musical analysis with historical-cultural interpretation. Weekly listening assignments will help students acquire knowledge of a broad range of Classical and Romantic music. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 23). Two class meetings per week.

Requisite: Music 11, 12, or ability to read music. Omitted 2005-06. Professor Móricz.

23. Music and Culture III. One of three courses in which music from both Western and world repertoires is studied in relation to pertinent historical, theoretical, and cultural issues. In the third of three courses, musical examples will be selected to give greatest emphasis to historical developments in Western music from circa 1890 to the present. Topics will include, among others, Bartok, Schoenberg, Stravinsky and the socio-political background of musical modernism; Debussy, Satie, Poulenc, Milhaud and the national roots of neoclassicism; Hindemith, Weil, Copland and music as an agent of social change; music as propaganda during World War II; and the aesthetics of socialist realism. Reading of historical documents by composers and critics will be supplemented with selections from related works of fiction. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22). Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. Omitted 2005-06. Professor Schneider.

24. Music of the Whole Earth. (Also Asian 14.) A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments.

Limited to 30 students. First semester. Professor Reck.

25. Seminar in World Music: The Musics of India. (Also Asian 53.) An introduction to the classical music of the Indian subcontinent, including the Hindusthani style of the north and the Karnatic style of the south from the Moghuls to the present. Interdisciplinary readings in religion, literature, art, history, and aesthetics and the viewing of videos will place music within its cultural environment. Concepts such as raga (melodic modes) with extramusical association such as time-of-day, seasons, dieties, or spiritual power, and tala (time cycles and rhythms) will be explored. Students will have the option of studying performance of songs and improvisation within the South Indian tradition. Two class meetings per week.

Second semester. Professor Reck.

26. Tracking Beethoven. An exploration of the life and works of Ludwig van Beethoven (1770-1827), following his career from Bonn to Vienna and including orchestral works from symphonies to concertos and overtures, chamber music works from string quartets to piano trios and sonatas for piano with violin and with cello, solo piano works from sonatas to variations, and dramatic works, namely, the *Missa Solemnis* and his single operatic work, *Fidelio*. Particular attention will be paid to how Beethoven understood the politics of his era; why, subsequently, his life and music have come to symbolize the heroic struggle for political and artistic freedom; and what strategies composers after Beethoven have employed in responding to Beethoven's almost overbearing prestige.

Requisite: some musical experience or consent of the instructor. Omitted 2005-06. Professor Kallick.

27. Seminar in American Music. The topic changes from year to year. The topic for 2005-06 is: The Beatles and Pop Music in the 1960s. An interdisciplinary study of the music of the 1960s focusing upon developments in the music and lyrics—and collective biography—of the Beatles, but also including the roots of early rock (Chuck Berry, Elvis Presley), the folk revival (Pete Seeger, Bob Dylan), West Coast groups (the Beachboys, the Grateful Dead), the British invasion (the Rolling Stones and others), and the innovations in the classical music avant garde. Emphasis upon music as a reflection of and response to the social, artistic, and political upheavals of the time, particularly in relation to the counter-culture and the myth of the aquarian age culminating in Woodstock. Two class meetings per week. Requisite: Some knowledge of music notation or consent of the instructor.

Limited to 30 students. Omitted 2005-06. Professor Reck.

PERFORMANCE

28H. Performance Ensemble. First and second semesters. This course entails the study of music from the perspective of ensemble or combo participation. Repertoire will include those compositions programmed by the director of a particular group in each semester. Work for the course will include thorough preparation of one's individual part, intensive listening preparation, and short analytical and historical projects. This course will culminate with a public performance. This course may be repeated. Students who wish to elect performance ensemble credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first enrollment of performance ensemble. Students with substantial background in music theory may petition the chair for exemption from this criterion.

Music 28H may be elected only with the written consent of the ensemble directors and the Department Coordinator. This course may be repeated. The following arrangements pertain to the study of performance ensemble at Amherst College:

a. All performance ensemble courses will be elected as a half course.
b. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
c. A student electing a performance ensemble course may carry four and one-half courses each semester, or four and one-half courses the first semester and three and one-half courses the second semester.
d. Only with special permission of the Department may students elect more than one performance ensemble in a semester.

29H. (first semester), **30H.** (second semester) **Performance Instruction.** Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. As mentioned above, for 2005-06 the fee for each semester course will be $600, for which the student is fully committed following the 14-day add/drop period. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first semester's enrollment in performance instruction.

Music 29H and 30H may be elected only with the consent of the Music Department Coordinator. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

a. All performance courses will be elected as a half course. Only senior Music Majors preparing a recital may take performance as a full course.
b. Fifty minutes of private instruction (12 lessons per semester) will be given and regular practice is expected.
c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.
e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Music Department Coordinator to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining; a student wishing to study under this arrangement must enroll through Five College Interchange.

MUSIC THEORY AND JAZZ

31. Tonal Harmony and Counterpoint. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. This course is the first of the required music theory sequence for majors. Three hours of lecture and two ear-training sessions per week.

Requisite: Music 12 or consent of the instructor. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester: Professor Beaudoin. Second semester: Professor Schneider.

32. Form in Tonal Music. A continuation of Music 31 and the second of the required music theory sequence for majors. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be analyses and writing exercises, as well as model compositions and analytic papers. Three hours of lecture and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. First and second semesters. Professor Beaudoin.

33. Repertoire and Analysis. A continuation of Music 32. In this course we will study music by a wide variety of nineteenth-century composers, including Schubert, Schumann, Chopin, Liszt, Musorgsky and Rimsky-Korsakov. Works will be considered from a number of different analytical perspectives including methods current in the nineteenth century and those developed more recently. Comparing analytical methods of the nineteenth and twentieth centuries will enable students to gain a critical perspective on each and to learn about the limits of analysis and interpretation in general. Work will consist of short weekly assignments, papers, and class presentations. Two class meetings and two ear-training sections per week.

Requisite: Music 31 and 32, or consent of the instructor. *Fulfills the seminar requirement for the major.* First semester. Professor Móricz.

34. Twentieth-Century Music: Focus on Global Influences. This course will survey important compositions of the twentieth century, focusing on works of Western classical composers inspired by contact with music from outside the classical repertory, including music from other cultures and from folk and popular music traditions. We will examine relevant works of early century masters including Debussy, Ravel, Ives, Stravinsky, Bartók, Gershwin, Copland and Messiaen; as well as more recent work of Ligeti, Reich, Berio, and others, alongside their specific musical influences. This course will feature in-class performances of relevant traditional music by visiting ensembles, and guest appearances by visiting composers. We will consider the compositional challenges of incorporating non-classical influences into a developing modernist musical language of extended harmonic, rhythmic, and instrumental scope; with analytic and writing assignments geared toward evaluating both the technical and expressive results of the attempt to blend musical traditions.

Requisite: Music 31 and 32 or consent of the instructor. Completion of Music 33 would be desirable. *Fulfills the seminar requirement for the major.* Omitted 2005-06. Professor Sawyer.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear training section will be scheduled outside of the regular class times. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. Students who have not previously taken a course in music theory at Amherst College are encouraged to take a self-administered placement exam available on reserve in the Music Library and on the Music Department Website (http://www.amherst.edu/~music/TheoryPlacement.pdf). Students are also encouraged to discuss placement in music theory with a member of the Music Department. First semester. Lecturer Diehl.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Work on a solo transcription will be a main focus throughout the semester. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear training section will be scheduled outside of the regular class times. Two class meetings per week.

Requisite: Music 35 and/or performance experience in the jazz idiom strongly suggested. Musical literacy sufficient to follow a score. Limited to 16 students. Omitted 2005-06. Lecturer Diehl.

37. Advanced Topics in Jazz. In this class we will explore jazz through transcription, composition, arranging and improvisation. Materials for transcription will range from the classic renditions of jazz standards by Gershwin and Kern to highly complex works by such greats as Wayne Shorter and Charles Mingus. Advanced approaches to improvisation will include the exploration of new source materials including the *Thesaurus of Scales and Melodic Patterns* by Nicolas Slonimsky as used by John Coltrane, advanced pentatonic scale resources as well as triad-pair usage. Using members of the class as a laboratory band we will seek to develop our own unique compositional voices that draw on jazz traditions. The course will culminate in a project (a composition or arrangement) for the Amherst College Jazz Ensemble.

Requisite: Fluency in jazz performance and improvisation on either an instrument or voice and Music 35 or equivalent. Admission with consent of the instructor. Second semester. Lecturer Diehl.

SPECIAL COURSES AND SEMINARS

43. Seminar in Rock 'n' Roll. A study of a variety of topics in Rock 'n' Roll, 1950-2000, including (but not limited to) styles such as Rockabilly, Punk, Psychedelic, Grunge, Heavy Metal, Techno, and Rave. Two class meetings per week.

Requisite: Music 11 or 12, experience performing, knowledge of chords, or consent of instructor. Limited to 12 students. Omitted 2005-06. Professor Reck.

44. Music, History, and Ideas. This course will explore a wide variety of musical compositions, spanning from 1100 to the present. Works will be clustered around a series of topics that illuminate music's continuing connections to prevailing cultural and intellectual ideas in Western thought. Assignments include readings, listening, and viewing with frequent writing assignments and class presentations.

Requisite: Music 31 or consent of the instructor. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.* Omitted 2005-06. Professor Kallick.

45. String Quartets: From Beethoven to Shostakovich. Beethoven's last five quartets, along with the *Great Fugue*, mark a threshold of radical experimentation in the composer's stylistic development. We will study the expressive and technical innovations of these late works as well as the challenges they pose for performers. We will also consider quartets after Beethoven that present clear evidence of Beethovenian influence with particular emphasis on the works of Dimitri Shostakovich. We will attend live performances and call upon guest performers to discuss the special performance problems presented by these works. Course work will include frequent listening assignments, a series of short written assignments, and one extended paper. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. *Fulfills the seminar requirement for the major*. Omitted 2005-06. Professor Kallick.

46. Mahler and Shostakovich Symphonies. Gustav Mahler (1860-1911) and Dmitri Shostakovich (1906-1975) are arguably the two greatest symphonic composers after Beethoven. In this course we will compare and contrast their highly charged music and explore the eras in which they worked—for Mahler, imperial Vienna on the eve of World War I, and for Shostakovich, revolutionary Russia under the tyrannical reign of Joseph Stalin. The class will attend Mahler and Shostakovich performances in New York and Boston.

Requisite: Music 12 or consent of the instructor. Background in harmony and form are required for listening and analysis. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.* Second semester. Professor Kallick.

STUDIES IN COMPOSITION

65. Electroacoustic Composition. This course provides instruction in the use of electronic equipment for composition of music. Topics to be considered include approaches to sound synthesis, signal editing and processing, hard disk recording techniques, sequencing audio and MIDI material, and the use of software for interaction between electronics and live performers. The course will also survey the aesthetics and repertory of electroacoustic music. Assignments in the use of equipment and software as well as required listening will prepare students for a final composition project to be performed in a class concert.

Requisite: Music 31. Limited to 10 students. Omitted 2005-06. Professor Sawyer.

67. Song Writing. The writing of songs based upon a study of the works of past masters in a variety of genres and idioms, including George and Ira Gershwin, Chuck Berry, John Lennon/Paul McCartney, Bob Dylan, and others. Two class meetings per week.

Requisite: A composition course with much individual attention. Students should have some background in music performance, chords, or writing. Limited to 8 students. Second semester. Professor Reck.

69. Composition I. This course will explore compositional techniques that grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. The course will include improvisation as a source of ideas for written compositions and as a primary compositional mode. Instrumental or vocal competence and good music reading ability are desirable. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. Limited to 10 students. First semester. Professor Spratlan.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar II. A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71 or the equivalent and consent of the instructor. Second semester. Visiting Professor Sanford of Mount Holyoke College.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSE

The Birth and Growth of Bebop, 1938-1950. See Black Studies 53.
Second semester. Lecturer Diehl.

NEUROSCIENCE

Advisory Committee: Professors S. George† and Raskin; Associate Professor Turgeon (Chair); Assistant Professors Baird* and Clotfelter†.

Neuroscience seeks to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Chemistry 11 or 15, 12 and 21; and Biology 19. Physics 16 and 17 or 23 and 24 are recommended.
2. All majors will take three core Neuroscience courses: Neuroscience 26, Biology 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. A list of approved courses is available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the first year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student presentations; attendance and participation constitute the senior comprehensive exercise in Neuroscience.

Departmental Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and 78D in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

26. Introduction to Neuroscience. (Also Psychology 26.) An introduction to the structure and function of the nervous system, this course will explore the neural bases of behavior at the cellular and systems levels. Basic topics in neurobiology, neuroanatomy and physiological psychology will be covered with an emphasis on understanding how neuroscientists approach the study of the nervous system. Three class hours and three hours of laboratory per week.

Requisite: Psychology 12 or 15 or Biology 18 or 19. Limited to 36 students. Second semester. Professors George and Turgeon.

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*On leave 2005-06.

†On leave first semester 2005-06.

77, 78D. Senior Departmental Honors. Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course first semester. Double course second semester. The Committee.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course.
First and second semesters.

PHILOSOPHY

Professors A. George (Chair), Gentzler, Kearns, and Vogel; Professor Emeritus Kennick; Associate Professor J. Moore*; Assistant Professor Shah; Visiting Assistant Professor Smith.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a two-course prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to participate in the activities of the Philosophy Club.

Major Program. To satisfy the comprehensive requirement for the major, students must pass **nine** courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take:

(1) three courses in the History of Philosophy: Philosophy 17 and 18, and a course on a Major Figure or Movement (i.e., a 40-level course);
(2) one course in Logic (Philosophy 13, or Mathematics 34, or the equivalent);
(3) one course in Moral Philosophy (Philosophy 34 or 38);
(4) one course in Theoretical Philosophy (i.e., Philosophy 30, 32, 33, 35, 36, 37, or 50); and
(5) one seminar (i.e., a 60-level course).

Departmental Honors Program. Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

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*On leave 2005-06.

Five College Certificate in Logic. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The program is designed to acquaint students with the uses of logic and initiate them into the profound mysteries and discoveries of modern logic. For further information about the relevant courses, faculty, requirements, and special events, see http://www.fivecolleges.edu/sites/logic/index.php.

01. Doing the Right Thing. A primary objective of this course is to develop analytic tools for making thoughtful moral decisions in our own lives and for evaluating policies and decisions made by others. Equally, this course offers students the opportunity to become effective and eloquent writers. The particular moral puzzles that we will consider will depend in part on the interests of the members of the seminar but may include those that concern assisted suicide, abortion, animal rights, familial obligations, friendship, sex, freedom of speech, affirmative action, punishment, international justice, and the environment.

Open to first-year and sophomore students. Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Gentzler.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers.

Limited to 25 students. Two sections will be taught first semester. Section 01: Professor Shah. Section 02: Professor Smith. Two sections will be taught second semester. Section 01: Visiting Professor Smith. Section 02: Professor Kearns.

13. Logic. "All philosophers are wise and Socrates is a philosopher; therefore, Socrates is wise." Our topic is this *therefore*. We shall expose the hidden structure of everyday statements on which the correctness of our reasoning turns. To aid us, we shall develop a logical language that makes this underlying structure more perspicuous. We shall also examine fundamental concepts of logic and use them to explore the logical properties of, and relations between, statements. This is a first course in formal logic, the study of correct reasoning; no previous philosophical, mathematical, or logical training is needed.

First semester. Professor George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Protagoras, Socrates, Plato and Aristotle. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; and about the connection between the body and the mind.

Two sections will be taught first semester. Each section is limited to 15 students. Professor Gentzler.

18. Early Modern Philosophy. A survey of European philosophy in the seventeenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor Vogel.

20. Paradoxes. A paradox arises when unimpeachable reasoning leads from innocuous assumptions to an outrageous conclusion. A paradox brings us up short. Where did we go wrong? Were our assumptions less innocent than we supposed? Was our reasoning subtly fallacious after all? Must we alter our view of the world to make room for the formerly unacceptable conclusion? Or must we acknowledge an irresolvable conflict within reason itself? Paradoxes are not puzzles, but, at their best, goads to greater clarity and deeper thought. We shall explore a spree of philosophical topics (including time, motion, the past, the future, causation, infinity, truth, belief, the will, action, faith) via reflection on a range of paradoxes, ancient and modern, authentic and counterfeit.

Limited to 25 students. Preference will be given to those who have not already had a course in Philosophy. Second semester. Professor George.

21. Moral Problems. A philosophical examination of the moral dimension of everyday life. Topics will include guilt, shame, despair, dread, resentment, greed, pride, cowardice, sloth, lying, procrastinating, succumbing to temptation and failing oneself. Readings will be selections from the works of ethical theorists and moral psychologists in the Western philosophical tradition, from pre-Socratics to contemporary writers.

Limited to 30 students. First semester. Visiting Professor Smith.

23. Health Care Ethics. U.S. citizens are currently faced with many important decisions about health care policy. Who should have access to health care and to which services? Should physician-assisted suicide be legalized? Should AIDS be treated differently from other sorts of communicable diseases? Should we be allowed to clone ourselves, sell our organs, rent our wombs, or use genetic information to engineer the features of future generations? These issues, in turn, raise basic philosophical questions. What is the nature of rights? Do we, for example, have a basic right to health care, to genetically related children, to privacy, or to authority about the timing and manner of our deaths? These issues also raise questions about the relative weight and nature of various goods—e.g., life, pain relief, health, offspring, autonomy, privacy, and virtue. Finally, these issues raise questions about the nature of rationality. Is it possible to reach rational decisions about ethical matters, or is ethics merely subjective? What is the purpose of moral "theory"? Do different moral theories—e.g., utilitarian, Kantian, care-based—yield different results? If so, how can we decide between different moral theories?

Limited to 30 students. Omitted 2005-06. Professor Gentzler.

27. Issues in Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Limited to 30 students. Omitted 2005-06. Visiting Professor Smith.

28. Choice, Chance and Conflict. Life is a risky and competitive business. As individuals, we constantly confront choices involving chancy and uncertain outcomes. And our institutional decisions (e.g., in government and business) are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict? Positive answers to this question have been proposed within decision theory, game theory, and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics may include the following: different conceptions of probability, utility, and rationality; weakness of the will; the problems of induction; the justification of proposed rules for rational decision making under uncertainty and risk; the justification of various voting procedures and other methods of determining group interests from the competing interests of individuals within the group.

Omitted 2005-06. Professor Moore.

30. Irrationality. What is irrationality? Our familiar distinction between the realms of the rational and nonrational only heightens the mystery. Somehow irrationality partakes of rationality (as Hobbes observed, only man has "the privilege of absurdity"), yet stands radically opposed to it. How much sense can be made of the sense we don't make? Strictly speaking, can one engage in "willing irrationality" (e.g., action against one's own best judgment, or self-deception), "sub-intentional" action or unconscious strategizing? Does an unnoticed irrationality lurk behind the edifice of our day-to-day patterns of reasoning? How might we analyze inspiration, creativity and spontaneity? Our principal readings will be by contemporary authors, including Davidson, Pears, Elster, Gardner, Tversky and Kahneman, Fingerette, Mele, Lear, M. Cavell, O'Shaughnessy and Johnston, although we will sample freely from traditional sources such as Plato, Aristotle, Augustine, Aquinas, Hume, Kant, Nietzsche, Poe, Dostoevski, Sartre and Camus.

Requisite: One course in Philosophy or consent of the instructor. Limited to 30 students. Second semester. Visiting Professor Smith.

31. Philosophy of Action. Wittgenstein asked: "What is left over if I subtract the fact that my arm goes up from the fact that I raise my arm?" This important question lies at the intersection of ethics and the philosophy of mind. We will not get far with questions about how to act—questions of ethics, in the broadest sense—until we know more about what action is. We are thus led to connect practical questions with issues in the theory of agency. Related topics include: free will, the nature of intention, the structure of practical reasoning. We will study classic papers on these topics by twentieth-century philosophers.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. First semester. Professor Shah.

32. Metaphysics. Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and propositions, possibility and necessity, events, essences, and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2005-06. Professor Vogel.

33. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem. Here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body, and the question of how thought, feelings, sensations, and so on, are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental representation, and persons.

Requisite: One course in Philosophy. Omitted 2005-06. Professor Moore.

34. Normative Ethics. We will be concerned to see whether there is anything to be said in a principled way about right and wrong. The core of the course will be an examination of three central traditions in ethical philosophy in the West, typified by Aristotle, Immanuel Kant, and John Stuart Mill. We will also look at contemporary discussions of the relation between the demands of morality and those personal obligations that spring from friendships, as well as recent views about the nature of personal welfare.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Second semester. Professor Shah.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor Vogel.

36. Philosophy of Language. "Caesar was stabbed." With those words, I can make a claim about someone who lived in the distant past. How is that possible? How do our words succeed in picking out particular portions of reality, even ones with which we have had no contact? How does language enable us to convey thoughts about everything from Amherst College, to the hopes of a friend, to the stars beyond our galaxy? What *are* the thoughts, or the meanings, that our words carry? And whatever they turn out to be, how do they come to be associated with our words: through some mental activity on our part, or instead through our use of language? We will explore these and other philosophical questions about language through a reading of seminal works by 20th century thinkers.

Requisite: One course in Philosophy. Second semester. Professor George.

37. Philosophy of Science. The practice of science and its fruits have dominated the lives of human beings for centuries. But what is science? How does it differ, if at all, from common sense, or religion, or philosophy? One hears that scientists follow the "scientific method," but what is that? It is said to be based on observation, but what is it to observe something? And how can our observations justify claims about what we do not, or even cannot, observe? The claims of science are often said to describe "laws of nature," but what are such laws? These claims are said to form "theories," but what is a theory? And if science issues in theories, what is their point, that is, what is the goal of science? To predict? To explain? What is it to explain something, anyway? And do all sciences explain in the same way; for instance, does physics explain in the way that psychology does? Science is often treated as the paragon of rationality and objectivity. But what is it to be rational or objective? To what degree does, or can, science really approach such ideals? Are there any values explicit or implicit in the practice of science? If so, do they threaten science's alleged objectivity, and do they conflict with other values one might hold?

Requisite: One course in Philosophy or consent of the instructor. Omitted 2005-06. Professor George.

38. What Is Morality About? When we assert that murder is wrong, what are we saying? Are we describing some aspect of a moral realm that exists independently of what humans think and do? If so, how do we gain access to this realm (do we have moral antennae or ethical telescopes?), and what is the relation between truths in this realm and those in the ordinary world of mental and physical entities? On the other hand, if we are not talking about independent moral facts when we call an action wrong, what are we doing? Are we saying anything meaningful at all, or are we merely expressing emotions?

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2005-06. Professor Shah.

39. Philosophy of Law. A law student could memorize the legal rules announced in every case and statute on the books and still fail a bar exam. To learn the law is to acquire the knack of applying the rules to a wide variety of concrete situations, and even rudimentary exercises in real-world law application resist reduction to any formal-deductive model. In virtue of what, then, is the legal "insider" able to arrive at determinate outcomes by applying legal rules? To investigate this question, students will begin by acquiring mastery in a few selected areas of law application. (This part of the course will end with a law-school style exam.) The rest of the course will consist in a philosophical exploration of the process of law-application and legal reasoning. Authors will include Wittgenstein, Hume, Kant, Aquinas, Hart and Dworkin.

Requisite: One course in Philosophy or consent of the instructor. Limited to 30 students. Omitted 2005-06. Visiting Professor Smith.

40. Plato. A close examination of some of the major dialogues of Plato. Primary emphasis will be on interpreting and assessing the philosophical positions that are articulated in these dialogues concerning the nature of the good life, knowledge, and reality.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Second semester. Professor Gentzler.

41. Nietzsche. A careful reading of *Beyond Good and Evil, The Gay Science, On The Genealogy of Morals, Ecce Homo,* selections from *The Will to Power,* and finally *Thus Spoke Zarathustra.*

Requisite: Philosophy 17 or 18. Not open to first-year students. Limited to 25 students. Omitted 2005-06. Visiting Professor Smith.

44. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason,* including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Professor Vogel.

45. Command and Consent: The Social Contract Tradition. The state exercises authority over its citizens: if you fail to obey its dictates, you will be punished. Does this authority not conflict with human freedom and autonomy? If it does, can political authority be morally justified? We will focus on this central question in political philosophy, with particular attention to the idea that this authority is justifiable because we have in some fashion given our consent to it. Readings will include works by Thomas Hobbes, John Locke, David Hume, Jean-Jacques Rousseau, Jeremy Bentham, John Stuart Mill, and (most extensively) John Rawls.

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor George.

47. Reason and Being. Hegel wrote that "the real is the rational, and the rational is the real." Taken one way, this saying expresses the fundamental claim of rationalism, that reality is intelligible, and accessible to reason. Taken another way, Hegel's remark articulates a version of monism, that reason and reality are literally one and the same thing. This course explores the themes of rationalism and monism in modern Western philosophy. We will begin with Spinoza (1632-1677), perhaps the most powerful exponent of these positions. We then turn to related views of Hegel (1770-1831) and the sharp dissent from the rationalist tradition entered by Kierkegaard (1813-1855). Finally, we will take up some work of Heidegger (1889-1976), as heir and critic of his predecessors. We will discuss topics such as the following: the nature of mind and reality and the relation between them, time, freedom, necessity, eternity, infinity, and God.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Omitted 2005-06. Professor Vogel.

48. Quine, Wittgenstein and Philosophy's End. W. V. Quine (American, 1908-2000) and Ludwig Wittgenstein (Austrian, 1889-1951) changed the course of philosophy in the 20th century. Through their work on language, they offered novel and powerful reconceptions of philosophy, its methods, and its ends. In the process, they left many wondering whether much remained of philosophy as it had been traditionally pursued, whether it had in a sense come to an end. An intensive immersion in the writings of Quine, Wittgenstein, and some of those who inspired them.

Requisite: Two courses in Philosophy or consent of the instructor. Omitted 2005-06. Professor George.

49. Aristotle. For hundreds of years, Aristotle was known simply as "The Philosopher." Indeed, in many ways Aristotle defined the scope and methods of Western Philosophy. We will consider Aristotle's reasons for fixing the boundaries of philosophy where he did. In addition, we will examine Aristotle's main doctrines concerning language and reality, scientific method and the structure of scientific knowledge, the nature of "things," the nature of life and living organisms, the relationship between soul and body, the nature of human action, the connection between human virtue and happiness, and the ways in which his views are based on, and challenge, our ordinary ways of regarding the world around us.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2005-06. Professor Gentzler.

50. Philosophy of Mathematics. Mathematics is often thought to be the paragon of clarity and certainty. However, vexing problems arise almost immediately upon asking such seemingly straightforward questions as: "What is the number 1?" "Why can proofs be trusted?" "What is infinity?" "What is mathematics about?" During the first decades of the twentieth century, philosophers and mathematicians mounted a sustained effort to clarify the nature of mathematics. The result was three original and finely articulated programs that seek to view mathematics in the proper light: logicism, intuitionism, and finitism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content. In discussing logicism, we will focus primarily on the writings of Gottlob Frege. Some indication of how the goal of logicism—the reduction of mathematics to logic—was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them. In the section on intuitionism, we will read papers by L.E.J. Brouwer and Michael Dummett, who argue that doing mathematics is more an act of creation than of discovery. This will proceed in tandem with an introduction to intuitionistic logic, which stands in contrast to the more commonly used classical logic. Finally, we will discuss finitism, as articulated in the writings of David Hilbert, who sought to reconcile logicism and intuitionism. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs. The course will conclude with an examination of the impact of Gödel's work on Hilbert's attempted reconciliation, as well as on more general philosophical questions about mathematics and mind.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Omitted 2005-06. Professors George and Velleman.

60. Seminar: Reason, Experience and Reflection. We have various ways of knowing: reason, perception, and introspection. When we perceive, things around us seem to be directly present to our minds. Is this picture compatible with the fact that perception involves a complicated causal process? And if perception is the immediate grasp of objects in the world, how can we be subject to illusion and hallucination? We say that seeing is believing. Is it really? Or, if not, what is the relation between perception and belief? Can the contents of perceptual experience be captured completely by conceptual thought?

Reason is the source of our knowledge of logic and mathematics. But what is reason, and how does it work? Is it something like perception? Do we somehow "see" that there is no greatest number, or that the conclusion of a proof follows from its premises? Is reason subject to illusion and error? How could we ever tell? What do reason and understanding language have to do with each other?

Finally, we have some way of knowing what we're thinking and feeling, which can be called introspection or reflection. Should we think of introspection as some sort of inward perception? What else could it be? What is the relation between having an experience and knowing that you have that experience? To what extent do we know our own minds better than anyone else can?

These questions are the subject of great interest and intense controversy in contemporary philosophy. We will try to get clear about them by reading some of the best work in field, from authors such as Grice, McDowell, Quine, BonJour, Peacocke, Burge, and Shoemaker.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Professor Vogel.

61. Seminar: Skepticism. The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Vogel.

62. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if our actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? We will attempt to determine the nature of persons, action, freedom and responsibility in an effort to answer questions such as those posed above.

Requisite: Two courses in Philosophy or consent of the instructor. First semester. Professor Gentzler.

64. Seminar: Ethics and Metaphysics of Belief. How can mental states represent, or be "about," things and states of affairs outside the mind? And more generally, how can one part of the world—a mind, an utterance, an inscription, or even a fuel gauge—represent or carry information about the way things are in another part of the world? This question has, in one form or another, worried and exercised many great philosophers.

Much contemporary research, including that of the seminar instructors, has focused on the nature of belief, which is thought to be central to our mental functioning. Some of the most interesting and pressing questions about the nature of belief push up simultaneously against both its metaphysical and its normative or broadly ethical features. In this seminar we will explore this ethical-metaphysical mix by investigating questions such as those that follow. (1) Naturalism: Can representational capacities of belief be reduced to, or explained entirely in terms of, "naturalistically acceptable" relations like causation and biological purpose? Or will any workable account appeal, at some point, to conditions that are ideal, optimal or in some way normative? (2) Externalism: In what ways, if any, are a subject's particular beliefs determined by the natural environment or the socio-linguistic community, of which she is a part? (3) Holism: To what degree do our beliefs depend upon one another for their existence and individuation? Would such dependence be problematic? (4) Pragmatism: Should our beliefs be guided entirely by evidence, or (as William James once argued) should our passions also play a role? And is this dispute itself to be resolved on moral, prudential, epistemic, or some other grounds? (5) Voluntarism: Does it even make sense to talk about how we ought to regulate our beliefs, given that it seems that we cannot place our beliefs under the direct control of our wills?

Requisite: Two courses in Philosophy or consent of the instructors. Limited to 15 students. Omitted 2005-06. Professors Moore and Shah.

65. Seminar: Consciousness. Many philosophers regard the mind as entirely physical: according to "materialism," mental states and events are nothing more than complex arrangements of the natural properties and processes we find in inanimate portions of reality. The most trenchant problem for such philosophers has been to provide a materialistically adequate explanation or understanding of human consciousness. How, asks the non-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the "rich" experiential quality of a violin, or the inner life of a bat be fully understood as nothing more than a complex arrangement of physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis? This seminar will focus on recent materialist attempts to meet consciousness-based objections of this type. In examining the contemporary debate, we will discuss the following questions: What is the relation between consciousness and self-consciousness (i.e., the capacity of the mind to reflect upon itself)? Are there connections between language and consciousness, and between consciousness and moral considerability? Can functionalist versions of materialism accommodate the possibility of "color-spectrum inversion"? Is the special introspective access we have to our own mental states infallible or self-intimating? Is introspection a perceptual faculty like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Moore.

66. Seminar: Threats to Morality. Unlike other types of anxiety that philosophers try to induce (e.g., How can I know that my hand exists? Do numbers really exist?), the status of morality is something that almost everyone seems to worry about. Moral relativism is not merely a position taken up by some fictional philosophical character but is widely advocated throughout the humanities. In this seminar we will see if there is anything to be said on behalf of moral relativism. We will discuss questions such as: Is moral relativism a coherent position? Is there a cogent argument that takes us from the widely recognized fact of cultural diversity to the conclusion that there are no universal moral truths? Does a scientific view of the universe make room for moral facts?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Shah.

67. Seminar: Ethics of Belief. W.K. Clifford claims, "It is wrong always, everywhere, and for anyone, to believe anything upon insufficient evidence." William James, on the other hand, claims that under certain circumstances the determination of belief ought to be guided by our passions, not evidence. What is at issue between James and Clifford? How are we to go about rationally adjudicating this dispute? Is it to be resolved on moral, prudential, epistemic, or some other grounds? Is this a genuine factual dispute, or are our opinions about this matter an expression of our own normative attitudes? Does it even make sense to talk about how we ought to regulate our beliefs, given that it seems that we cannot place our beliefs under the direct control of our wills? In examining these questions, we will seek illumination by looking at parallels between theoretical and practical reason. Familiarity with any of the following would be helpful: metaethics, philosophy of action, philosophy of mind, and epistemology.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Shah.

69. Seminar: Well-Being. Moral philosophers, economists, political scientists, and psychologists all make use of the closely related concepts of well-being, welfare, utility, prudential value, and quality of life. Indeed, we all want what is good for us. But what does it mean to say that something is good for us? That we like it? That we want it? That it develops our essential capacities as human beings? What? Can we measure and compare different levels of well-being? What role should the concept of well-being play in moral and political philosophy?

Requisite: Two courses in Philosophy. Limited to 15 students. Omitted 2005-06. Professor Gentzler.

77. Senior Departmental Honors. Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to seniors with consent of the Department. First semester. The Department.**78. Departmental Honors Course.** Required of candidates for

Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSES

Natural Philosophy: The Conceptual Puzzles of the Quantum World. See Colloquium 20.

Omitted 2005-06.

The Image of Law in Social and Political Thought. See Law, Jurisprudence and Social Thought 02.

Second semester. Professor Kearns.

Artificial Intelligence. See Computer Science 24.

Second semester. Professor Rager.

Modern Classics in Political Philosophy. See Political Science 28.

First semester. Professor Mehta.

The Political Thought of Kant, Hegel and Marx. See Political Science 40.

Second semester. Professor Mehta.

Ancient Political Philosophy. See Political Science 49.

Second semester. Professor Mehta.

Topics in Contemporary Political Philosophy. See Political Science 66.

Omitted 2005-06. Professor Mehta.

Christianity, Philosophy and History in the 19th Century. See Religion 49.

First semester. Professor Dole.

PHYSICAL EDUCATION

Professors Gooding, Morgan, and Thurston; Coaches Arena, Bagwell, Everden (Co-Chair), Faulstick, Flockerzi, Hixon (Co-Chair), McBride, Mills, Nedeau, Nichols, Paradis, Plumer, Robson, and Schur.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective, and although there is no academic credit offered, transcript notation is given for successful completion of all courses.

Courses are offered on a quarter basis, two units per semester, and one unit during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information about the Physical Education Program from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the Department offers the following:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.

2. **Recreational Program.**
   - (a) **Organized Recreational Classes,** in which team sports are organized, played, and supervised by Physical Education Department personnel, and
   - (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning all programs is available upon request from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook.*

PHYSICS

Professors Hilborn, Hunter, Jagannathan‡, and Zajonc (Chair); Assistant Professors Friedman, Hall, and Loinaz.

Physics is the study of the natural world emphasizing an understanding of phenomena in terms of fundamental interactions and basic laws. As such, physics underlies all of the natural sciences and pervades contemporary approaches to the study of the universe (astronomy and astrophysics), living systems (biophysics and neuroscience), chemistry (chemical physics), and earth systems (geophysics and environmental science). In addition, the relationship of physics to mathematics is deep, complex and rich. To reflect the broad range of activities pursued by people with training in physics, the department has developed a curriculum that provides a solid background in the fundamentals of physics while allowing some flexibility, particularly at the upper level, for students' interests in astronomy, biology, chemistry, computer science, geology, mathematics and neuroscience. The core physics program provides a course of study for those who are interested in physics as a liberal arts major, with career plans in diverse fields such as law, medicine, business and education. The department also provides a number of upper-level electives to deepen the background of those students intending to pursue careers in physics and closely related technical fields.

The sequence Physics 16, 17 may be taken by students who require two semesters of physics with laboratory. Mathematics 11 is a requisite for Physics 16. There is no additional mathematics requirement for Physics 17.

Students interested in majoring in physics should take Physics 23 and 24 early in their college career. Those who have taken Physics 16 and 17 are also able to join the majors' stream, but they should discuss the transition with a faculty member as early as they can. The general content of the two sequences is similar, but the mathematical levels are different. Mathematics 12 is a requisite for Physics 24, but not for Physics 17. Hence, students who wish to major after completing Physics 17 should complete Mathematics 12.

Major Program. Students who wish to major in physics are required to take Mathematics 11 and 12, and Physics 23, 24 (or Physics 16, 17, but see above), 25, 26, 27, 30 (or Chemistry 43), 43, 47 and 48. Students may petition the Department to substitute an upper-level course in a related discipline for a required upper-level departmental course. Students planning a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 52 is an advanced course in electromagnetic theory and will follow the required intermediate course on the subject, Physics 47; similarly, Physics 53, an advanced course in quantum mechanics, will follow Physics 48. Physics 60 is a course on General Relativity. Not all these electives may be offered every year, and from time to time, the department may offer other upper-level electives.

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‡On leave second semester 2005-06.

All Physics majors must take a written comprehensive examination in the second semester of their senior year, which they must pass as a requirement for graduation as a major.

General Education Physics Courses. The Physics Department offers a variety of courses for students not majoring in the sciences. Typically these courses do not assume any background beyond high-school mathematics. In most years, the department teaches several of these courses.

Departmental Honors Program. Students who wish to receive departmental Honors should enroll in Physics 77 and 78D in addition to completing the other requirements for the major. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide the student an opportunity to pursue, under faculty direction, in-depth research into a project in experimental and/or theoretical physics. Current experimental areas of research in the department include atomic and molecular physics, precision measurements and fundamental symmetries, Bose-Einstein condensation, ultra cold collisions, the quantum-classical frontier, non-linear dynamics, and phase transitions. Theoretical work is primarily in the area of High Energy and Elementary Particle physics, but faculty members pursue studies in quantum computers, foundations of quantum mechanics, and classical gravitation theory. In addition to apparatus for projects closely related to the continuing experimental research activity of faculty members, facilities are available for experimental projects in many other areas. Subject to availability of equipment and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students must submit a written thesis on the Honors work a few weeks before the end of their final semester (in late April for spring graduation). Students give a preliminary presentation of their work during the first semester, and a final presentation at the end of the second semester. In addition, they take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various levels of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

11. Light, Color and Vision. We will examine the phenomena of light, color, and vision from the points of view of physics, physiology and neuroscience. We will also see how these phenomena affect visual perception and are manipulated by artists including painters and theater designers. The course will treat the reflection, refraction, diffraction and interference of light along with optical instruments, modern quantum theories of light, and lasers. We will also discuss optical illusions and natural light phenomena such as rainbows and glories.

Omitted 2005-06. Professor Hilborn.

16. Introductory Physics I: Mechanics and Wave Motion. The course will begin with a description of the motion of particles and introduce Newton's dynamical laws and a number of important force laws. We will apply these laws to a wide range of problems to gain a better understanding of them and to demonstrate the generality of the framework. The important concepts of work, mechanical energy, and linear and angular momentum will be introduced. The unifying idea of conservation laws will be discussed. The study of mechanical waves permits a natural transition from the dynamics of particles to the dynamics of waves, including the interference of waves. Additional topics may include fluid mechanics and rotational dynamics. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. First semester: Professors Friedman and Hilborn. Second semester: Professor Loinaz.

17. Introductory Physics II: Electromagnetism and Optics. Most of the physical phenomena we encounter in everyday life are due to the electromagnetic force. This course will begin with Coulomb's law for the force between two charges at rest and introduce the electric field in this context. We will then discuss moving charges and the magnetic interaction between electric currents. The mathematical formulation of the basic laws in terms of the electric and magnetic fields will allow us to work towards the unified formulation originally given by Maxwell. His achievement has, as a gratifying outcome, the description of light as an electromagnetic wave. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics and optical experiments. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16 or 23. First semester: Professor Hall. Second semester: Professor Loinaz.

20. Quantum Challenges. The puzzles of quantum mechanics have challenged physicists and philosophers alike. Working from the original writings of the founders of quantum mechanics such as Planck, Bohr, Einstein, Heisenberg, and Schrödinger, as well as from the work of more recent authors, we will explore the revolutionary ideas of quantum mechanics and their philosophical implications. We will also discuss experimental confirmation of the extraordinary predictions of quantum mechanics and the current and future application of quantum effects. In particular we will treat wave-particle duality, the uncertainty principle, the concept of the photon, particle identity, quantum entanglement, the Einstein-Podolsky-Rosen effect, macroscopic quantum effects and the measurement problem. While there are no prerequisites, the course will make use of high school mathematics and physics.

First semester. Professor Zajonc.

23. The Newtonian Synthesis: Dynamics of Particles and Systems, Waves. The idea that the same simple physical laws apply equally well in the terrestrial and celestial realms, called the Newtonian Synthesis, is a major intellectual development of the seventeenth century. It continues to be of vital importance in contemporary physics. In this course, we will explore the implications of this synthesis by combining Newton's dynamical laws with his Law of Universal Gravitation. We will solve a wide range of problems of motion by introducing a small number of additional forces. The concepts of work, kinetic energy, and potential energy will then be introduced. Conservation laws of momentum, energy, and angular momentum will be discussed, both as results following from the dynamical laws under restricted conditions and as general principles that go well beyond the original context of their deduction. Newton's laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. First semester. Professor Hunter.

24. The Maxwellian Synthesis: Dynamics of Charges and Fields, Optics. In the mid-nineteenth century, completing nearly a century of work by others, Maxwell developed an elegant set of equations describing the dynamical behavior of electromagnetic fields. A remarkable consequence of Maxwell's equations is that the wave theory of light is subsumed under electrodynamics. Moreover, we know from subsequent developments that the electromagnetic interaction largely determines the structure and properties of ordinary matter. The course will begin with Coulomb's Law but will quickly introduce the concept of the electric field. Moving charges and their connection with the magnetic field will be explored. Currents and electrical circuits will be studied. Faraday's introduction of the dynamics of the magnetic field and Maxwell's generalization of it will be discussed. Laboratory exercises will concentrate on circuits, electronic measuring instruments, and optics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 12 and Physics 16 or 23. Second semester. Professors Friedman and Hilborn.

25. Modern Physics. The theories of relativity (special and general) and the quantum theory constituted the revolutionary transformation of physics in the early twentieth century. Certain crucial experiments precipitated crises in our classical understanding to which these theories offered responses; in other instances, the theories implied strange and/or counterintuitive phenomena that were then investigated by crucial experiments. After an examination of the basics of Special Relativity, the quantum theory, and the important early experiments, we will consider their implications for model systems such as a particle in a box, the harmonic oscillator, and a simple version of the hydrogen atom. We will also explore the properties of nuclei and elementary particles, study lasers and photonics, and discuss some very recent experiments of interest in contemporary physics. Three class hours per week.

Requisite: Mathematics 12 and Physics 17 or 24. First semester. Professor Friedman.

26. Intermediate Laboratory. A variety of classic and topical experiments will be performed. In the area of fundamental constants, we will undertake a measurement of the speed of light, a determination of the ratio of Planck's constant to the charge of the electron through the study of the photoelectric effect, and an experiment to obtain the charge-to-mass ratio of the electron. We will study the wave nature of the electron through a diffraction experiment. An experiment to measure optical spectra and another on gamma ray spectra will reveal the power of spectroscopy for exploring the structure of matter. Other experiments such as nuclear magnetic resonance, quantized conductance in nanocontacts, and properties of superconductors will give students an opportunity to experience laboratory practice in its contemporary form. Emphasis will be placed on careful experimental work and data-analysis techniques. One meeting a week of discussion plus additional, weekly self-scheduled laboratory work.

Requisite: Physics 25 or consent of the instructor. Second semester. Professor Hilborn.

27. Methods of Theoretical Physics. The course will present the mathematical methods frequently used in theoretical physics. The physical context and interpretation will be emphasized. Topics covered will include vector calculus, complex numbers, ordinary differential equations (including series solutions), partial differential equations, functions of a complex variable, and linear algebra. Four class hours per week.

Requisite: Mathematics 12 or consent of the instructor. First semester. Professor Jagannathan.

30. Statistical Mechanics and Thermodynamics. The basic laws of physics governing the behavior of microscopic particles are in certain respects simple. They give rise both to complex behavior of macroscopic aggregates of these particles, and more remarkably, to a new kind of simplicity. Thermodynamics focuses on the simplicity at the macroscopic level directly, and formulates its laws in terms of a few observable parameters like temperature and pressure. Statistical Mechanics, on the other hand, seeks to build a bridge between mechanics and thermodynamics, providing in the process, a basis for the latter, and pointing out the limits to its range of applicability. Statistical Mechanics also allows one to investigate, in principle, physical systems outside the range of validity of Thermodynamics. After an introduction to thermodynamic laws, we will consider a microscopic view of entropy, formulate the kinetic theory, and study several pertinent probability distributions including the classical Boltzmann distribution. Relying on a quantum picture of microscopic laws, we will study photon and phonon gases, chemical potential, classical and degenerate quantum ideal gases, and chemical and phase equilibria. Three class hours per week.

Requisite: Physics 25 or consent of the instructor. Second semester. Professor Hall.

43. Dynamics. This course begins with the foundation of classical mechanics as formulated in Newton's Laws of Motion. We then use Hamilton's Principle of Least Action to arrive at an alternative formulation of mechanics in which the equations of motion are derived from energies rather than forces. This Lagrangian formulation has many virtues, among them a deeper insight into the connection between symmetries and conservation laws. From the Lagrangian formulation we will move to the Hamiltonian formulation and the discussion of dynamics in phase space, exploring various avenues for the transition from the classical to the quantum theory. We will study motion in a central force field, the derivation of Kepler's laws of planetary motion from Newton's law of gravity, two-body collisions, and physics in non-inertial reference frames. Other topics may include the dynamics of driven, damped oscillators, and non-linear dynamics of chaotic systems. Three class hours per week.

Requisite: Physics 27 or consent of the instructor. First semester. Professor Loinaz.

47. Electromagnetic Theory I. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Three class hours per week.

Requisite: Physics 17 or 24 and Physics 27 or consent of the instructor. First semester. Professor Jagannathan.

48. Quantum Mechanics I. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories. Three class hours per week.

Requisite: Physics 25 and Physics 43 or consent of the instructor. Second semester. Professor Hunter.

52. Electromagnetic Theory II. This course is a continuation of Physics 47. We will focus on applications of Maxwell's equations to radiation and waves. We will consider radiation in free space, in bounded media, and in atomic systems. Three hours per week.

First semester. Professor Loinaz.

53. Quantum Mechanics II. This course is a continuation of Physics 48. We will study variational methods, semiclassical approximations, time-dependent perturbation theory, non-relativistic scattering theory, and the quantization of the radiation field. Three class hours per week.

Omitted 2005-06. Professor Loinaz.

76. Quantum Information, Quantum Measurement and Quantum Computing. Quantum mechanics is well known for its counterintuitive and seemingly paradoxical predictions. Despite its failure to give us a clear, intuitive picture of the world, the theory is remarkably successful at predicting the outcomes of experiments, although those predictions are probabilistic rather than deterministic. Because of its unparalleled success, the thorny issues about the theory's foundations were often ignored during its first 50 years. Recent advances in both theory and experiment have again brought these issues to the fore. This course will review some of the most interesting and intriguing facets of quantum mechanics, as well as the theory's potential applications to information science and computing. Topics to be covered will include the Schrvdinger cat paradox and the quantum measurement problem; Bell's inequalities, entanglement and related phenomena that establish the "weirdness" of quantum mechanics; secure communication using quantum cryptography; and how quantum computers (if built) can solve certain problems much more efficiently than classical ones. We will also explore recent experiments in which quantum phenomena appear on the macroscopic scale and some of the philosophical conundrums raised by those results.

Requisite: Physics 25 or 35 or consent of the instructor. Second semester. Professor Friedman.

77. Senior Departmental Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, 78D. Senior Departmental Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

PICK COLLOQUIA

The Pick Colloquia is part of the Pick Readership established in 1999 by Thomas and Sue Pick to include courses in environmental studies in the curriculum.

Under the Readership, a faculty member is appointed to be the Pick Reader for three years, during which time he or she coordinates lectures and panel discussions on environmental themes and organizes one or two interdisciplinary colloquia on the environment each year. The Pick Reader also advises students interested in preparing themselves for careers in environmental studies and related fields.

05. Fisheries. The dependency of many countries on marine organisms for food has resulted in severe population declines in cod, bluefin tuna, swordfish, and abalone, as well as numerous other marine organisms. In this seminar we will examine the biological, sociological, political, and economic impacts of global depletion of fisheries. Questions addressed are: What is the scope of extinctions or potential extinctions due to over-harvesting of marine organisms? How are fisheries managed, and are some approaches to harvesting better than others? How do fisheries extinctions affect the society and economy of various countries, and ecosystem stability? How do the cultural traditions of fishermen influence attempts to manage fisheries? Does aquaculture offer a sustainable alternative to overfishing the seas, and what are aquaculture's impacts on ecosystem stability? Three class hours per week.

Not open to first-year students. Limited to 14 students. First semester. Professor Temeles.

06. Habitat Fragmentation, Biological Reserves and Restoration. Habitat destruction accounts for about 36% of species extinctions on our planet. Clearly, we need to curb habitat destruction in order to preserve biodiversity, but the best way to do so is a topic of much scientific, political, and sociological debate. In this seminar we will examine the biological, sociological, political, and economic impacts of habitat destruction. Questions to be addressed are: How does habitat destruction lead to species extinctions? How do scientists decide on the design of biological reserves, and are some approaches better than others? What are the political, economical, and cultural ramifications of biological reserves and management? Can "damaged" habitats be successfully restored, and if so, how? Three hours per week.

Not open to first-year students. Limited to 14 students. Omitted 2005-06. Professor Temeles.

07. Sustainable Agriculture and Human Populations. The current world human population numbers 6.4 billion people, and the United Nations estimates that 8.9 billion people will live on Earth in the year 2050. Will there be enough food for this many people, and can we sustain our current lifestyle and agricultural practices in the future? These are among the questions asked in this course, which will address the biological, social, economic, and political aspects of agriculture and human population growth. Other questions to be addressed are: How have humans managed to sustain their current rate of population growth? What is the Green revolution? What are the environmental impacts of current agricultural practices? Can we feed the growing world population without destroying our environment and, if so, how? Is genetic engineering of crops a solution to world hunger? Three hours per week.

Not open to first-year students. Limited to 14 students. Second semester. Professor Temeles.

08. Invasive Species. Invasive species are the leading cause of extinction, accounting for 39% of known species extinctions on Earth. A recent report noted that invasive species in the United States cause major environmental damages and losses adding up to more than $138 billion per year. There are approximately

50,000 non-native species in the U.S.A. and the number is increasing. But what, exactly, are invasive species, and why do they pose such tremendous problems for the conservation of biodiversity and nations' economies? In this course we will explore the biological, economic, political, and social impacts of invasive species. We will start by examining which life history characteristics of invasive species make them likely to become pests and which features of habitats make them most susceptible to invasion. We will then consider the consequences of invasive species for loss of native biodiversity and the disruption of ecosystem processes, as well as their global environmental and political impacts. Lastly, we will address the tougher issues of what can be done to halt or eradicate invasive species once they have become established, and how to identify and prevent the introduction of potential pest species. Three hours per week.

Not open to first-year students. Limited to 14 students. Omitted 2005-06. Professors Temeles, Clotfelter, and Miller.

POLITICAL SCIENCE

Professor Arkes, Basu‡, Bumiller, Dumm*, Machala, Mehta†, Sarat (Chair), W. Taubman, and Tiersky; Associate Professor Corrales†; Five College Assistant Professor Western; Visiting Assistant Professor Rudy; Loewenstein Fellow Zuern.

Major Program. Majors in Political Science must complete one course numbered 03 to 10. Students may count only one of these courses toward the major. Because they are designed to introduce students to the study of politics, the department recommends that they be taken in the first or second year.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

Rite majors are required to take at least nine courses. Honors candidates, however, take at least 11 courses of which three, Political Science 77D-78, are senior courses devoted to researching and writing the honors thesis. All students, both honors and *rite*, must also take at least one advanced seminar from a group of seminars to be designated in the list of course offerings.

Departmental Honors Program. Students who wish to be considered for graduation with Departmental Honors in Political Science must take part in the Honors program. The Honors program provides qualified students with a culminating opportunity for independent undergraduate research and writing. Candidates for Honors in Political Science will normally take Political Science 77D and 78. The double course in the first semester provides time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science 77D but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science 77D. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

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*On leave 2005-06.
†On leave first semester 2005-06.
‡On leave second semester 2005-06.

A cumulative average of B is required for admission to the Honors program. Students are admitted upon application in the first week of the fall semester senior year. The application consists of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

02. Terror. Attacks in Oklahoma City, at the World Trade Towers, at American embassies in Africa, in many other places throughout the world, constitute basic popular images of terrorist acts. Because these images generally invoke a sense of fanaticism, the hate of modernity or an apocalyptic vision rooted in religious radicalism, there is a tendency to automatically demonize those who resort to terrorist violence. But what constitutes terrorist violence? Is it the intentional killing of civilians? What about the deaths of civilian population caused by stray bombs? Can terrorism ever be explained by conditions of utmost hopelessness or extreme social injustice? Can we ever justify terrorism? The purpose of this course will be to situate terrorist acts within the global context, historically, politically and morally. We will discuss not only terrorist actions committed by oppressed groups, separatist movements and radicals seeking political changes, but also by totalitarian and liberal states. The theoretical readings will include Aristotle, Hegel, Sorel, Arendt, Koestler, Fanon and Walzer.

Limited enrollment. Omitted 2005-06. Professor Machala.

03. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to Oliver North's claim that he lied to Congress in the name of a higher good, from the need to preserve secrets in the name of national security to the endless spinning of political campaigns, from President Kennedy's behavior during the Cuban missile crisis to current controversies concerning lies by the tobacco industry, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of regimes than in others? As we explore those questions we will discuss the place of candor and civility in politics; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in resistance and revolutionary movements. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example, *King Lear, Wag the Dog, Mr. Smith Goes to Washington, The Year of Living Dangerously*, and *Quiz Show.*

Limited enrollment. Omitted 2005-06. Professor Dumm.

04. The State. Most humans live in territories that are controlled by a state. Why do most nations have states? Why do different nations have different types of states? Why are some states more repressive than others, more war-prone than others, better promoters of development than others, more inclusive than others? How can we make sense of the varied reactions to state domination, ranging from active support to negotiated limits to apathy to vigorous contestation? Does globalization make states more or less democratic, more or less efficient, more or less able to promote development? How do states interact with each other in the international arena? Is the rise in the power of states (e.g., China) an inevitable source of conflict in international relations? How do states deal with non-traditional forms of trans-national threats (e.g., international terrorism)?

This course goes to the heart of current debates on the "state of the state." How significant is the state in an era in which its sovereignty is increasingly challenged both by global and domestic forces? What ought to be the proper role of the state in the twenty-first century? These questions are central to the current debates taking place—in the U.S. and abroad—on the extent to which countries should open up their economies, privatize social services, incorporate minorities and immigrants, recognize gay marriages, accommodate religious fundamentalism, etc. We will explore these questions by studying political theorists and empirical cases from around the world.

Limited enrollment. Omitted 2005-06. Professor Corrales.

05. Politics, Statecraft, and the Art of Ruling. In the teaching of the classic philosophers, the central questions of politics are questions of justice: What are the grounds of our judgment on the things that are just or unjust, right or wrong? What is the nature of the just, or the best, political order? What measures would we be "justified" in imposing with the force of "law"? What is the nature of that regime we would seek to preserve in this country—or, on the other hand, what are the regimes that we would be justified in resisting in other places, even with the force of arms? The problem of judgment must point to the principles, or the standards, of judgment, and to an understanding that is distinctly philosophic. But political men and women also need a certain sense of the ways of the world: the things that hold people in alliance or impart a movement to events; the ways in which the character of politics is affected by the presence of bureaucracies or elections; the arts of persuasion; the strains of rendering judgments. And the knowledge of these things must depend on experience. In this style of introduction to Political Science, a central place will be given over to the study of statesmen and politicians: Lincoln, Churchill, Eisenhower, but also Kennedy, Johnson, Reagan. The course will draw us back to Aristotle and Plato, to Machiavelli and the American Founders, but then it will also encompass the study of voting and campaigns, and the more recent politics of race and gender.

Limited enrollment. First semester. Professor Arkes.

07. Leadership, Citizens, and Democracy. The paradox of democracy is that self-government requires a perpetual struggle, a kind of permanent war, between the people and their leaders. Is the ambitiousness of leaders good, bad, or just necessary? Can the warring instincts of citizenship and leadership be reconciled? Should those who want to be leaders be praised or blamed? Can leaders ever keep faith with democratic principles? Or do leaders always have "dirty hands"?

Limited enrollment. First semester. Professor Tiersky.

08. The State and Violence. This introductory course examines the primary analytical unit of political science: the state. Whether associated with democracy, progress, and rationality or authoritarianism, stability, and coercion, the state is defined in relation to violence. In some theories the state is an arena permitting the pacific resolution of social conflicts, thus obviating and overcoming violence. In others the state is established through and defined by its violence, legitimately or tyrannically. In addition to these comparative schemas, the state develops in relation to social identities, movements, and classes. The class explores the ideologies, evaluations, demands, and interests of state and societies as they meet peacefully or violently under diverse regime- and economy-types and citizen activities. The class connects theoretic works with case studies to illuminate the politics of state-formation.

Limited to 30 students. First semester. Professor Rudy.

11. **American Diplomacy I.** (Also History 49.) See History 49.
First semester. Professors Machala and Levin.

15. **Political Economy of Development.** This course surveys some of the principal themes in the political economy of lower-income countries. Questions will cover a broad terrain. What are the key characteristics of poor economies? Why did these countries fail to catch up economically with the West in the 20th century? Who are the key political actors? What are their beliefs, ideologies and motivations? What are their political constraints, locally, nationally and globally? We will review definitions of development, explanations for the wealth and poverty of nations, the role of ideas, positive and dysfunctional links between the state and business groups, the role of non-state actors, the causes and consequences of poverty, inequality, disease and corruption, the impact of financial globalization and trade opening, the role of the IMF and the World Bank, and the arguments of anti-developmentalists. We will look at the connection between regime type and development (are democracies at a disadvantage in promoting development?). We will also devote a couple of weeks to education in developing countries. We know education is a human good, but is it also an economic good? Does education stimulate economic growth? What are the obstacles to education expansion? We will not focus on a given region, but rather on themes. Familiarity with the politics or economics of some developing country is helpful but not necessary.

Limited to 25 students. Second semester. Professor Corrales.

16. **Political Islam.** This class will examine the histories, discourses, demands, and strategies of a broad range of Muslim movements in Indonesia, the Philippines, Algeria, Chechnya, Palestine, Afghanistan, Uzbekistan, Kashmir, and Turkey. Beginning with short readings on various Islamist groups and settings, students will devise a taxonomy of discrete Islamist tendencies that challenge the view that Islamism is a uniform entity. The course then reviews some basic elements of social explanation, using the material-ideal divide as a way to clarify the effects of how we classify Islamist movements on how we analyze them.

Students evaluate influential "single-deprivation" models of fundamentalism that claim cultural resistance varies from peaceful to violent due to increases in a single kind of deprivation, such as poverty or cultural encroachment. With this foundation, we turn to in-depth studies of Islamist movements to explore complex explanatory frameworks that *combine* rather than choose from political-economic environments and religious beliefs. We will strive to construct and test theories that identify causal mechanisms behind violent and non-violent Islamist activism, and include the discursive, interpretive, cultural, or religious arguments and claims of Islamist activists. The course culminates in discussions, inspired by student projects, about broader cross-religious conclusions that we might draw from the course.

First semester. Professor Rudy.

18. **The Social Organization of Law.** (Also Law, Jurisprudence and Social Thought 01.) See Law, Jurisprudence and Social Thought 01.
First semester. Professor Sarat.

19. Lawlessness: Terror and Its Denial. This course examines the reach of the law in situations of chaos, violence, and terrorism. The course pursues questions about the causes of these diverse forms of disorder and compares their consequences in the home, community, nation, and international arenas. The course will consider terror as a phenomenon of mass society as well as a form of lawlessness in the context of everyday lives. In particular, our inquiry will include the study of outlaw individuals, rogue communities and nations, and mass atrocities (i.e., women-battering; American extremist groups; the events of September 11, 2001; mass rape in Bosnia; and the Holocaust) and examine how the conditions of lawlessness violate moral boundaries, sexual norms, and responsibilities of citizenship. Questions will be raised about the processes of both individual and social denial and how this denial functions in the remembrance and forgetting of atrocities.

Omitted 2005-06. Professor Bumiller.

20. Rethinking Post-Colonial Nationalism. Nationalist fervor seemed likely to diminish once so-called Third World nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influences? Or was it insufficiently committed to universal principles? We will explore expressions of nationalism in democratic, revolutionary, religious nationalist, and ethnic separatist movements in the post-colonial world.

Omitted 2005-06. Professor Basu.

22. U.S.-Latin American Relations. Can small and non-powerful nations ever profit from a relationship with a more powerful hegemon? Who gains and who loses in this type of asymmetrical relationship? This seminar attempts to answer these questions by looking at the relations between the U.S. and Latin America. The seminar begins by presenting different ways in which intellectuals have tried to conceptualize and analyze the relations between the U.S. and Latin America. These approaches are then applied to different dimensions of the relationship: (1) intra-hemispheric relations prior to World War II (the sources of U.S. interventionism and the response of Latin America); (2) political and security issues after World War II (the role of the Cold War in the hemisphere and U.S. reaction to instability in the region, with special emphasis on Cuba in the early 1960s, Peru in the late 1960s, Chile in the early 1970s, Central America in the 1980s); and (3) economic and business issues (the politics of foreign direct investment and trade, and the debt crisis in the 1980s). Finally, we examine contemporary trends: the emerging hemispheric convergence, economic integration, drug trade, immigration, the defense of democracy regime, the re-emergence of multilateral interventionism, and plan Colombia. *This course fulfills the requirement for an advanced seminar in political science.*

Requisite: Political Science 26 or its equivalent. Limited enrollment. Admission with consent of the instructor. Omitted 2005-06. Professor Corrales.

23. Political Obligations. The mark of the polity, or the political order, has always been the presence of "law"—the capacity to make decisions that are binding, or obligatory, for everyone within the territory. The roots of obligation and law are the same: "ligare," to bind. When the law imposes a decision, it restricts personal freedom and displaces "private choice" in favor of a public obligation, an obligation applied uniformly or universally. The law may commit us then on matters that run counter even to our own convictions, strongly held, about the things that are right or wrong, and even on matters of our private lives. The law may forbid people to discriminate on grounds of race even in their private businesses; the law may forbid abortions, or on the other hand, the law may compel the funding of abortions even by people who find them abhorrent. This state of affairs, this logic of the law, has always called out for justification, and in facing that question, we are led back to the original understanding of the connection between morality and law. The law can justify itself only if it can establish, as its ground, propositions about the things that are in principle right or wrong, just or unjust—which is to say, right or wrong, just or unjust, for others as well as ourselves. The questions of law and obligation then must point to the questions at the root of moral philosophy: What is the nature of the good or the just, and the grounds on which we may claim to "know" moral truths?

The course will proceed through a series of cases after it returns to the beginning of political philosophy and lays the groundwork for the argument. We will begin with Aristotle on the polis, and the debate between Abraham Lincoln and Stephen Douglas on "natural rights." We will draw on Kant and Hume, on Thomas Reid and Bertrand Russell, as we seek to set the groundwork in place. The argument of the course will then be unfolded further, and tested, through a train of cases and problems: conscientious objection, the war in Vietnam, the obligation to rescue, the claims of privacy. And the culmination will come on the issues of abortion, euthanasia, and assisted suicide.

Second semester. Professor Arkes.

24. Human Rights Activism. (Also Women's and Gender Studies 32.) See Women's and Gender Studies 32.

First semester. Professors Basu and Saxton.

26. World Politics. An introductory course which examines the dynamics of emerging post-Cold War international military, political and economic relations. Close attention is paid to the collapse of the Soviet Union as well as the transformed role of the United States. Among the topics examined are the technological and economic bases of hegemonic power, "imperial overstretch," spheres of influence, nationalism, ethnic and racist violence, spread of weapons of mass destruction, state and class interests, as well as the role of law and legal institutions in world politics. Other issues to be discussed include changes in world geopolitics (the European Union, the "German Question," "China," "rogue states") as well as changes in the world economy (protectionism, free trade, globalization, regionalization). The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Kant, Hobbes, Clausewitz, Adam Smith and Karl Marx.

First semester. Professor Machala.

27. Russian Politics Past and Present. How and why did a revolution that began as a dream of heaven on earth end up in a nightmare in which as many as 20 million perished? To what extent was Stalin's brand of totalitarianism rooted in such sources as Marxism-Leninism itself, in traditional Russian political culture, and in Stalin's own paranoid personality? How did Stalinism express itself in politics, economics, culture, and ethnic and foreign policy? What was its impact on reforms under Khrushchev and Gorbachev, and on post-Soviet politics? The first part of the course will examine the rise and fall of the USSR. The second, post-Soviet, section will focus on three transitions (from totalitarianism toward democracy, from a supercentralized economy to a more or less free market, and from a multinational empire to fifteen separate nation-states) as well as new Russia's relations with the world and especially the United States. In addition, we will discuss other general political issues as they work themselves out in Soviet and Russian contexts: the nature of revolution and nationalism, the causes and consequences of tyranny, the perils of political and social reform, and the role of power and ideology in foreign policy.

First semester. Professor Taubman.

28. Modern Classics in Political Philosophy. This course will be an introduction to the study of modern political philosophy. The course is organized around four classic texts which will be considered chronologically; they are: Hobbes, *Leviathon*; Locke, *The Two Treatise of Government*; J.S. Mill, *On Liberty* and *Considerations on Representative Government*; and Nietszche, *Beyond Good and Evil.* The questions that will structure this study will include: What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? What are the limits of legitimate political authority, and what are the philosophical justifications for them? What are the justifications underlying the various proposed institutional arrangements and under what conditions can these arrangements be legitimately suspended? Finally, does the organizing of political life of necessity do violence to a more noble conception of human potentiality?

Omitted 2005-06. Professor Mehta.

30. American Politics/Foreign Policy. Since the disintegration of the Soviet Union one decade ago, the United States has emerged as the sole world Great Power. This change coincided with Clinton's presidency, his impeachment, the unprecedented growth and globalization of the U.S. economy as well as increasing social inequality and the declining interest of Americans in foreign affairs. The purpose of this seminar will be to examine domestic social, cultural and political forces that have shaped America's post-Cold War foreign policy, such as the power of corporate capitalist interests, organized labor, ethnic lobbies, mass media, public opinion, Congress, grass roots organizations as well as the role of key government individuals. Attention will be also devoted to a comparison of Bill Clinton's and George W. Bush's psychological profile, policy-making style and political leadership, as well as differences in their domestic policy objectives with an eye towards understanding how these differences influence(d) their administration's foreign policy agendas.

Second semester. Professor Machala.

31. Introduction to Latin American Politics. This is an introduction to the study of modern Latin American politics. The overriding question that guides the course is: why have democracy and self-sustained prosperity been so difficult to accomplish in the region? The course is divided into four parts. The first part examines historical and institutional legacies common throughout the region that might have hindered democratic and economic development. The second part focuses on similarities in how Latin American countries have responded to this legacy since the 1930s (e.g., the rise of economic nationalism, statism, corporatism and populism). The third part looks at differences across the region by focusing on Cuba, Argentina, Chile, Mexico and Venezuela. Hypotheses will be formulated to explain why, for instance, some countries remained democratic while others did not; why some countries remained stable while others did not; why some societies resisted authoritarianism more effectively than others. This part of the course also looks at the role of political figures, institutions, political parties, societal groups (such as labor, business, the military and the Catholic Church), and cultural traits (such as machismo) in shaping these responses. The final part of the course examines developments since the 1980s—the transition to democracy and to market economies, the rise of social movements, the myths of racial and sexual democracy, the rise in crime, the endurance of porous states and laws, the re-militarization of the Andes, and neopopulism.

Omitted 2005-06. Professor Corrales.

33. The American Presidency. This course is an examination of the contemporary American Presidency. We will examine the Constitutional and historical roots of the growth of Presidential power, the role of the modern President in the shaping of domestic and foreign policy, Presidential elections, and the cultural and iconographic significance of the modern presidency. Special attention will be paid to contemporary conflicts between the executive and legislative branches of government.

Omitted 2005-06. Professor Dumm.

34. American Political Thought. This course is a study of aspects of the canon of American political thought. While examining the roots of American thought in Puritanism and Quakerism, the primary focus will be on American transcendentalism and its impact on subsequent thought. Among those whose works we are likely to consider are Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Walt Whitman, W.E.B. DuBois, William James, Jane Addams, John Dewey, Martin Luther King, Hannah Arendt, Richard Rorty, and Stanley Cavell.

Not open to first-year students. Omitted 2005-06. Professor Dumm.

37. The American Founding. Lincoln famously said at Gettysburg that the nation had been brought forth "four score and seven years" earlier. Counting back 87 years from Gettysburg brought the beginning of the republic to 1776, not 1789. The American Founding included the ingenious crafting of the Constitution, but the Founding, and the Union, did not begin with the Constitution. It began with the Declaration of Independence and the articulation of that "proposition" as Lincoln called it, which marked the character of the regime: "all men are created equal." From that proposition sprang the principle for government by consent, and as Lincoln and the Founders understood, the case in principle against slavery. Lincoln thought it a stroke of genius on the part of Jefferson that, on the occasion of a revolution, he inserted in the Declaration an "abstract truth applicable to all men and all times." And yet, now, that truth of the Declaration has become controversial; it is often denied on both sides of the political divide, by conservatives, as well as liberals. But the claim for the Founders remains: if that central moral "truth" of the Declaration is not true, it may not be possible to give a coherent account of the American regime and the rights it was meant to secure.

The course will explore the writings and work of that uncommon generation that made the case for the American revolution and framed a "new order for the ages." The topics will include the political philosophy of "natural rights"; the debates during the Constitutional Convention in 1787, and during the contest over ratification; the Federalist and Anti-federalist papers; the political economy of the new Constitution; the jurisprudence of Alexander Hamilton, James Wilson, and John Marshall; and some of the leading cases in the founding period of the Supreme Court.

Omitted 2005-06. Professor Arkes.

39. Norms, Rights, and Social Justice: Feminists, Disability Rights Activists and the Poor at the Boundaries of the Law. (Also Law, Jurisprudence, and

Social Thought 39.) This seminar explores how the civil rights movement began a process of social change and identity-based activism. We evaluate the successes and failures of "excluded" groups' efforts to use the law. We primarily focus on the recent scholarship of theorists, legal professionals, and activists to define "post-identity politics" strategies and to counteract the social processes that "normalize" persons on the basis of gender, sexuality, disability, and class. *This course fulfills the requirement for an advanced seminar in Political Science.*

Not open to first-year students. Requisite: An introductory political science course or its equivalent. Limited enrollment. First semester. Professor Bumiller.

40. The Political Thought of Kant, Hegel and Marx. This seminar will consider some of the main moral and political themes in the writings by Kant, Hegel and Marx. The readings will include Kant's *Critique of Practical Reason,* selections from Hegel's *Philosophy of Right* and his *Philosophy of History,* and selections from Marx's *Capital.* An underlying and organizing theme of this seminar will be the role of history in the political thought of these thinkers.

Limited enrollment. Second semester. Professor Mehta.

41. The American Constitution I: The Structure of Rights. This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, The American Constitution I.)

Omitted 2005-06. Professor Arkes.

43. Contemporary Political Theory. A consideration of twentieth- and twenty-first-century Western political theory. Topics to be considered include the fate of modernity, identity and difference, power, representation, freedom, and the state. This year's readings may include works by the following authors: Freud, Weber, Benjamin, Heidegger, Arendt, Derrida, Foucault, Berlin, Butler, Connolly, and Agamben. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Admission with consent of the instructor. Omitted 2005-06. Professor Dumm.

45. Contemporary Europe. The main subjects are European Integration and European Security. The course deals selectively with the period 1945 to the present. Central issues are the domination of European political life by outside powers after World War II; historical and political reasons for European integration; current problems and prospects of the European Union's development, especially its institutional deepening and geographical enlargement; the question of whether Europe can insure its own security; the American challenge and contradictory European responses.

Not open to first-year students. First semester. Professor Tiersky.

46. Western Discourses—African Conflicts. The seminar will explore the sources and outcomes of a range of violence (societal, interstate, and transnational) in post-colonial Africa. We will explore the prevailing Western interpretations of these acts of violence and consider how they have been historically constructed. In exploring these acts of violence, we will examine the interests and motivations of the participants but also move beyond them, asking questions such as: Are these acts of violence significantly different from those which have occurred in the West or in other regions of the developing world? What roles have former colonial powers played in these violent conflicts? What roles have international actors ranging from transnational corporations, international and regional organizations, NGOs, to mercenaries performed? How have the prevailing Western perceptions of these conflicts influenced Western responses? And how do these responses affect the very nature of the violence in post-colonial Africa? *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: At least one of the following—Anthropology 22, 26; History 63; Political Science 20, 26. Limited to 20 students. Not open to first- and second-year students. Second semester. Professor Machala and Loewenstein Fellow Zuern.

48. Cuba: The Politics of Extremism. The study of Cuba's politics presents opportunities to address issues of universal concern to social scientists and humanists in general, not just Latin Americanists. When is it rational to be radical? Why has Cuban politics forced so many individuals to adopt extreme positions? What are the causes of radical revolutions? Is pre-revolutionary Cuba a case of too little development, uneven development or too rapid development? What is the role of leaders: Do they make history, are they the product of history, or are they the makers of unintended histories? Was the revolution inevitable? Was it necessary? How are new (radical) states constructed? What is the role of foreign actors, existing political institutions, ethnicity, nationalism, religion and sexuality in this process? How does a small nation manage to become influential in world affairs, even altering the behavior of superpowers? What are the conditions that account for the survival of authoritarianism? To what extent is the revolution capable of self-reform? Is the current intention of state leaders of pursuing closed politics with open economics viable? What are the most effective mechanisms to change the regime? Why does the embargo survive? Why did Cubans (at home and abroad) care about Elián González? Although the readings will be mostly from social scientists, the course also includes selections from primary sources, literary works and films (of Cuban and non-Cuban origin). As with almost everything in politics, there are more than just two sides to the issue of Cuba. One aim of the course is to expose the students to as many different sides as possible.

Second semester. Professor Corrales.

49. Ancient Political Philosophy. This course provides an introduction to the political thought of Plato, Aristotle, and Saint Augustine. It is organized around classic texts which will be considered chronologically: Plato's *Republic* (selections); Aristotle, *The Politics*, and *The Ethics*; and St. Augustine, *The City of God*. The questions that will structure this study will include: Why is the study of politics something about which we need and can have general theories? What is the significance and the status of an "ideal" polity with respect to actual polities? What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? How do questions of hierarchy and equality inform ancient thought. And finally, what is the status of philosophy itself in offering political prescriptions?

Second semester. Professor Mehta.

50. Modern Social Theory. This course will consider the following broad questions with respect to Tocqueville, Marx, Durkheim and Weber: (1) What is the cement of society, i.e., what makes society a coherent unit of experience and analysis? (2) What are the rigidities and flexibilities in society, i.e., how do societies change, develop, and come apart? (3) What is the role of ideas in the cohesion and development of societies? (4) What normative constraints do the answers to the above questions place on societies? With respect to this question the focus in this course will be on the political constraints in contrast with, for instance, the technological, cultural or economic constraints. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Omitted 2005-06. Professor Mehta.

53. Representing Domestic Violence. (Also Women's and Gender Studies 53.) See Women's and Gender Studies 53.

First semester. Professors Bumiller and Sánchez-Eppler.

54. Seminar in War and Peace. This seminar is a conceptual and theoretical discussion of war and peace. It is not a history or policy study. What are the causes of war? Is war distinctly human, or is it an atavism of man's animal nature? What are the causes of peace? If it were possible, should war be abolished? Or is war an awful but necessary, even positive, human behavior? Are there distinctively new forms of war, such as "virtual war" and "catastrophic terrorism?"

The syllabus ranges widely, from classical sources to contemporary debates and new questions. Ideas discussed range from the premise that war is inevitable, an unavoidable aspect of human culture, to assertions that nonviolence, a warless world, is possible. Readings include Euripides's *The Trojan Women*; Simone Weil's *The Iliad: A Poem Of Force*; Thucydides; Quintus Curtius Rufus's *The Life Of Alexander*; Hobbes; Kant's *Perpetual Peace*; Clausewitz's *On War*; Gandhi; Margaret Mead's "War Is Just an Invention"; Martin Luther King's "Letter from the Birmingham Jail"; Sebastian Faulks' *Birdsong*; Kenneth Waltz's *Man, The State, and War*; and Raymond Aron's *Peace and War*.

Students should have some background in international relations study; in morality, law, and politics; and/or international law. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Not open to first-year students. Second semester. Professor Tiersky.

55. The Politics of Civil Society. Civil society is both one of the most ubiquitous and contested concepts in contemporary political life. On the one hand, civil society is seen to play a vital role in cultivating values of participation and care in modern civilization. Civil society is considered to be the key link between citizens and government, operating, as Tocqueville once claimed, as the "mediating institution" without which democracy would be unthinkable. Yet at the same time civil society is a deeply contested concept—often considered to be an apparatus of the state designed to control and funnel participation, creating docile citizens, resulting in the suppression of individuality, and acting as a mere instrument of mass control.

This course is an investigation into the politics of civil society, examining some of the recent history of this concept in political theory and its role in contemporary political life. We will read thinkers such as Hannah Arendt, Vaclav Havel, Benedict Anderson, Jürgen Habermas, paying closest attention to the role of civil society in the political development of the United States. Toward that end, we will examine civil society from the post-World War II era to the present, including works by such authors as David Reisman, Betty Friedan, Christopher Lasch, Robert Bellah, Robert Putnam, Michael Sandel, and Cornel West. We will also examine recent policies and policy proposals designed to "strengthen civil society," such as welfare reform, school vouchers programs, faith based drug rehabilitation programs, and community policing.

Omitted 2005-06. Professor Dumm.

56. Regulating Citizenship. This course considers a fundamental issue that faces all democratic societies: How do we decide when and whether to include or exclude individuals from the rights and privileges of citizenship? In the context of immigration policy, this is an issue of state power to control boundaries and preserve national identity. The state also exercises penal power that justifies segregating and/or denying privileges to individuals faced with criminal sanctions. Citizenship is regulated not only through the direct exercise of force by the state, but also by educational systems, social norms, and private organizations. Exclusion is also the result of poverty, disability, and discrimination based on gender, race, age, and ethnic identity. This course will describe and examine the many forms of exclusion and inclusion that occur in contemporary democracies and raise questions about the purpose and justice of these processes. We will also explore models of social change that would promote more inclusive societies. This course will be conducted inside a correctional facility and enroll an equal number of Amherst students and residents of the facility. Permission to enroll will be granted on the basis of a questionnaire and personal interview with the instructor.

Admission with consent of the instructor. Limited enrollment. Second semester. Professor Bumiller.

57. Problems of International Politics. The topic changes from year to year. In 2005-06, the topic will be "Gorbachev, the End of the Cold War and the Collapse of the Soviet Union." When Mikhail Gorbachev became its leader in 1985, the Soviet Union, while plagued by internal and external troubles, was still one of the world's two superpowers. By 1991, the cold war was over, and on the day he left the Kremlin for the last time, December 25, 1991, the USSR ceased to exist. Of course, Gorbachev was not solely responsible for this upheaval. Developments in the USSR and the world prepared the way. But he set decisive change in motion, and no one else in the Soviet leadership would have done so. This course is therefore a case study of the impact of personality on politics, but also of the limits of that impact, and of the importance of other causes (economic, political, social, ideological, international) of events that changed the world. *This course fulfills the requirement for an advanced seminar in Political Science.*

Admission with consent of the instructor. Limited enrollment. Not open to first-year students. Second semester. Professor Taubman.

58. The Political Theory of the American Founding. James Wilson observed in 1793 that the law in America would be placed on a radically different foundation from that of the law in England. The law would not begin with the notion of a sovereign issuing commands: "[L]aws derived from the pure source of equality and justice must be founded on the consent of those whose obedience they require. The sovereign, when traced to his source, must be found in the *man*." This course will explore the writings and work of that uncommon generation that made the case for the American revolution and framed a "new order for ages." The topics will include the political philosophy of "natural rights"; the debates during the Constitutional Convention in 1787, and during the contest over ratification; the Federalist and Anti-Federalist papers; the political economy of the new Constitution; the jurisprudence of Alexander Hamilton, James Wilson, and John Marshall; and some of the leading cases in the founding period of the Supreme Court. Two class meetings per week. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Omitted 2005-06. Professor Arkes.

60. Punishment, Politics, and Culture. Other than war, punishment is the most dramatic manifestation of state power. Whom a society punishes and how it punishes are key political questions as well as indicators of its character and the character of the people in whose name it acts. This course will explore the connections between punishment and politics with particular reference to the contemporary American situation. We will consider the ways crime and punishment have been politicized in recent national elections as well as the racialization of punishment in the United States. We will ask whether we punish too much and too severely, or too little and too leniently. We will examine particular modalities of punishment, e.g., maximum security prisons, torture, the death penalty, and inquire about the character of those charged with imposing those punishments, e.g., prison guards, executioners, etc. Among the questions we will discuss are: Does punishment express our noblest aspirations for justice or our basest desires for vengeance? Can it ever be an adequate expression of, or response to, the pain of victims of crime? When is it appropriate to forgive rather than punish? We will consider these questions in the context of arguments about the right way to deal with juvenile offenders, drug offenders, sexual predators ("Megan's Law"), rapists, and murderers. We will, in addition, discuss the meaning of punishment by examining its treatment in literature and popular culture. Readings may include selections from The Book of Job, Greek tragedy, Kafka, Nietzsche, Freud, George Herbert Mead, and contemporary treatments of punishment such as Foucault's *Discipline and Punish*, Butterfield's *All God's Children*, Scarry's *Body in Pain*, Garland's *Punishment in Modern Society*, Hart's *Punishment and Reasonability*, and Mailer's *Executioner's Song*. Films may include *The Shawshank Redemption, Dead Man Walking, Mrs. Soffel, Minority Report*, and *One Flew Over the Cuckoo's Nest*.

Limited enrollment. Omitted 2005-06. Professor Sarat.

61. Taking Marx Seriously. Should Marx be given yet another chance? Is there anything left to gain by returning to texts whose earnest exegesis has occupied countless interpreters, both friendly and hostile, for generations? Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from his work, however poorly they understood it? Or, conversely, have we entered a new era in which post-Marxism has joined a host of other "post-" phenomena? This seminar will deal with these and related questions in the context of a close and critical reading of Marx's texts. The main themes we will discuss include Marx's conception of capitalist modernity, material and intellectual production, power, class conflicts and social consciousness, and his critique of alienation, bourgeois freedom and representative democracy. We will also examine Marx's theories of historical progress, capitalist exploitation, globalization and human emancipation. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Requisite: One of Political Science 28, 29, 49, 65, 68 or an equivalent. First semester. Professor Machala.

62. United States Foreign Policy: Democracy and Human Rights. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. *This course fulfills the requirement for advanced seminar in Political Science.*

Admission with consent of the instructor. Second semester. Five College Professor Western.

64. Seminar on International Politics: Global Resource Politics. An intensive investigation of new and emerging problems in international peace and security affairs. We will examine such issues as: international terrorism; global resource competition; the security implications of globalization; international migrations; transboundary environmental problems; illegal trafficking in guns, drugs, and people. Participants in the seminar will be required to choose a particular problem for in-depth investigation, entailing a study of the nature and evolution of the problem, the existing international response to it, and proposals for its solution. Students will prepare a major paper on the topic and give an oral presentation to the class on their findings. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 25 students. Omitted 2005-06. Five College Professor Klare.

65. States of Poverty. (Also Women's and Gender Studies 65.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies.

The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: One of Political Science 03, 04, 05, 07, 18, or 21, Women's and Gender Studies 11, or consent of the instructor. Limited to 20 students. Second semester. Professor Bumiller.

66. Topics in Contemporary Political Philosophy. This seminar will consider works in political philosophy that have been published within the last decade. It will be organized around the following four topics: justice, equality, the normative force of history and ethical/cultural pluralism. The readings will include works by the following thinkers: John Rawls, Amartya Sen, Michael Sandel, Ronald Dworkin, Charles Taylor, Alistair MacIntyre, David Bromwich, Jurgen Habermas, Martha Nussbaum, Jean-Francois Lyotard, and Bikhu Parekh. *This course fulfills the requirement for an advanced seminar in Political Science.*

Omitted 2005-06. Professor Mehta.

67. Political Thought and Statecraft of Abraham Lincoln. This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principle, as he acts upon cases and works through a political party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 18, 23, 41, 42, or 49. Limited to 25 students. Admission with consent of the instructor. Second semester. Professor Arkes.

68. Globalization, Social Movements and Human Rights. (Also Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often accompanied the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. We will examine women's movements, environmental movements, and democracy movements in several regions of the world. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 20, 22, 26, 31, 39, 46, 47, 48, or 70. Limited enrollment. Omitted 2005-06. Professor Basu.

69. Markets and Democracy in Latin America. In the 1980s, an unprecedented process of change began in Latin America: nations turned toward democracy and the market. This seminar explores the literature on the rise of market democracies in Latin America and, at the same time, encourages students to think about ways to study the post-reform period. The seminar begins by looking at the situation prior to the transition: the sources of Latin America's overexpanded state, economic decay, political instability, and democratic deficit. The seminar then focuses directly on the processes of transition, paying particular attention to the challenges encountered. It explores, theoretically and empirically, the extent to which democracy and markets are compatible. The seminar then places Latin America's process of change in a global context: comparisons will be drawn with Asian and post-Socialist European cases. The seminar concludes with an overview of current shortcomings of the transition: Latin America's continued international vulnerability (the currency crises of the 1990s), economic insecurity, the rise of crime, drug trade, neopopulism, the cleavage between nationalists and internationalists, the prospects for further reforms. *This course fulfills the requirements of an advanced seminar in Political Science.*

Requisite: Some background in the economics and politics of developing countries. Limited enrollment. Admission with consent of the instructor. Omitted 2005-06. Professor Corrales.

70. The Political Theory of Globalization. "Globalization" can mean many things. To some, it means equal integration of individual societies into worldwide political, economic and cultural processes. To others it means accentuated uneven economic development, accompanied by cultural imperialism, which merely exaggerates the political dependence of "peripheral" on "core" societies. For still others, globalization is shorthand for the social and cultural changes that follow when societies become linked with and, in an escalating way, dependent upon the world capitalist market. The idea that underlies these multiple meanings of globalization is the radical intensification of worldwide social relations and the lifting of social activities out of local and national conditions. The course will examine the major theoretical discourses raised by this idea, such as (1) the effect of globalizing material production on the integrity of liberal democracy and the welfare state, (2) the nexus between globalizing cultural production and the politics of otherness, (3) the impact of globalizing communication technologies and mass consumerism on the formation of transnational "gated class communities," and (4) the relationship between globalizing corporate capitalist governance and the democratization of discrete state formations. We will also explore the connection between the theories of modernity/post-modernity and globalizing civil society as well as the ideological partnership of liberalism, neoliberalism and poststructuralism in legitimizing the current globalizing "human condition." *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: Two courses—one from each cluster or their equivalent: (a) Political Science 20, 25, 26, 35; (b) 28, 44, 56, 61, 63, 65, 68, 69. Limited enrollment. Second semester. Professor Machala.

72. Culture and Politics in 20th-Century Europe. (Also European Studies 35.) This is a seminar to discuss political ideas, ideologies and culture in 20th-century Europe. Some of the main themes are: Nationalism; Marxism; Fascism; anti-Semitism; Existentialism, the so-called "decline of ideology"; and Europeanism, that is, enthusiasm for what Europeans call "the idea of Europe." Throughout the course ideas are connected to historical context: Europe's decadence and self-destruction 1914-1945; European decline and renewal since the end of World War II; and the contemporary dialectic of Europeanism "from the top down" (the European Union's structures) and "from the bottom up" (young people studying in each others' universities, intellectuals and business groups forging cross-border links, the extent of a new European-oriented political culture in Europe's civil societies). The seminar will discuss books and films, from Bertolucci's *1900,* to Trotsky's *What is Fascism and How to Fight It,* to Sartre's *Existentialism is a Humanism,* to the recent films *L'Auberge espagnole* and *Good Bye, Lenin. This course fulfills the requirement for an advanced seminar in Political Science.*

Limited to 20 students. Preference to upperclass students and Political Science and European Studies majors. Second semester. Professor Tiersky.

77D, 78. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

RELATED COURSES

Personality and Political Leadership. See Colloquium 14. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Admission with consent of the instructors. Omitted 2005-06. Professors W. Taubman and Demorest.

Post-Cold War American Diplomatic History. See Colloquium 18.

Limited to 30 students. Admission with consent of the instructors with preference given to students who have taken one of the following courses: Political Science 26, 30, History 49, 50, and 51. Not open to first-year students. Omitted 2005-06. Professors Machala and Levin.

Murder. See Law, Jurisprudence and Social Thought 20.

Omitted 2005-06. Professor Sarat.

PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing medical school admission requirements. Entrance requirements for most medical schools will be satisfied by taking the following courses: Mathematics 11, or Mathematics 05 and

06; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 23 and 24; Biology 18 and 19, or any two Biology courses with laboratory; and two English courses. Students interested in medicine or other health professions are supported by Dean Carolyn Bassett, the Health Professions Advisor in the Career Center, and by a faculty Health Professions Committee chaired by Professor Stephen George. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students*, which has extensive information about preparation for health careers and suggestions about scheduling course requirements. The Guide may be found on the College's Website under Career Center.

PSYCHOLOGY

Professors Aries‡, Demorest, Olver, and Raskin; Associate Professors Hart, Sanderson (Chair), and Turgeon; Assistant Professors Baird* and Schulkind; Visiting Assistant Professor McIntyre; Visiting Professor Halgin.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. In order to ensure a comprehensive view of the discipline the department requires both vertical structure and breadth. Vertical structure will be achieved by the requirement of introductory and intermediate courses as well as an upper-level seminar. Breadth will be achieved by the requirement of a range of intermediate courses and the recommendation of elective specialized courses.

The required introductory courses include Psychology 11, 12 and 22; starting with the class of '08, students must complete these courses by the end of the junior year. It is strongly advised that these courses be taken on the Amherst campus. Additionally starting with the class of '06, students must choose one course from at least three, rather than two, of the following groups of intermediate-level courses:

Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).
Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).
Area 3: Psychobiology of Abnormal Behavior (Psych 24), Psychopharmacology (Psych 25), Introduction to Neuroscience (Psych 26).
Area 4: Cognitive (Psych 33), Memory (Psych 34).

All students must choose one upper-level seminar that will have as a prerequisite an intermediate-level course. Seminars may be chosen from the following courses: Sex Role Socialization (Psych 40), Environmental Psychology (Psych 46), Clinical Inquiry (Psych 53), Close Relationships (Psych 54), Neurophysiology of Motivation (Psych 56), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychology and the Law (Psych 63), Music Cognition (Psych 66), Autobiographical Memory (Psych 68).

The recommended specialized electives include: Social Psychology of Race (Psych 44), Health Psychology (Psych 47), Social Cognition (Psych 51), History of Psychiatry (Psych 57), and Personality and Political Leadership (Colloquium 14).

Departmental Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of a study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester of the junior year, and express their preferences on the department website by that year's deadline.

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*On leave 2005-06.

‡On leave second semester 2005-06.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

Limited to 100 students. First semester: Professor McIntyre. Second semester: Professor Sanderson.

12. Introduction to Biological Psychology. This course will examine how brain function regulates a broad range of mental processes and behaviors. We will discuss how neurons work and how the brain obtains information about the environment (sensory systems), regulates an organism's response to the environment (motor systems), controls basic functions necessary for survival such as eating, drinking, sex, and sleep, and mediates higher cognitive function such as memory and language. We will also consider the consequences of brain malfunction as manifested in various forms of disease and mental illness.

Limited to 75 students. First and second semesters. Professor Turgeon.

17. Psychology of Food and Eating Disorders. Food shapes our lives in many ways that extend far beyond mere ingestive acts. Through a broad survey of basic and clinical research literature, we will explore how foods and food issues imbue our bodies, minds, and relationships. We will consider biological and psychological perspectives on various aspects of eating such as metabolism, neural mechanisms of hunger and satiety, metabolic disorders, dieting, pica, failure to thrive, starvation, taste preference and aversion, obesity, anxiety and depression relief, food taboos, bulimia, and the anorexias. Strong emphasis will be placed on biological mechanisms and controlled laboratory research with both human and animal subjects.

Requisite: Psychology 11 or 12. Limited to 32 students. Omitted 2005-06. Professor Baird.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. Limited to 40 students. First semester: Professor Sanderson. Second semester: Visiting Professor McIntyre.

21. Personality. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will also be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Demorest.

22. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. Limited to 30 students. First semester: Professor Schulkind. Second semester: Visiting Professor McIntyre.

24. Psychobiology of Abnormal Behavior. This course will investigate the evidence for biological explanations of abnormal behavior. We will examine how scientists have come to our current understanding of the biological bases of disorders such as schizophrenia, depression, Alzheimer's disease, Parkinson's disease, post-traumatic stress disorder, eating disorders, addiction, anxiety disorders, obsessive-compulsive disorder, and attention deficit disorder.

Requisite: Psychology 12 or consent of the instructor. Limited to 40 students. Omitted 2005-06. Professor Baird.

25. Psychopharmacology. In this course we will examine the ways in which drugs act on the brain to alter behavior. We will review basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal recreational drugs as well as the use of psychotherapeutic drugs to treat mental illness. Examples from the primary scientific literature will demonstrate the various methods used to investigate mechanisms of drug action, the biological and behavioral consequences of drug use, and the nature of efforts to prevent or treat drug abuse.

Requisites: Psychology 12 or Psychology/Neuroscience 26, or consent of the instructor. Limited to 40 students. First semester. Professor Turgeon.

26. Introduction to Neuroscience. (Also Neuroscience 26.) See Neuroscience 26.

Requisite: Psychology 12 or 15 or Biology 18 or 19. Limited to 36 students. Second semester. Professors George and Turgeon.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. Limited to 25 students. Second semester. Professor Olver.

28. Abnormal Psychology. A review of various forms of psychopathology including addictive, adjustment, anxiety, childhood, dissociative, impulse control, mood, organic, personality, psychophysiological, schizophrenic, and sexual disorders. Based on a review of contemporary research findings, lectures and discussion will focus on the most relevant approaches for understanding, diagnosing, and treating psychological disorders. The biopsychosocial model will serve as a basis for explaining the etiology of psychological disorders, and discussion will focus on empirically supported interventions for treating these conditions.

Requisite: Psychology 11 or 12, or consent of the instructor. Limited to 75 students. First semester. Professor Halgin of the University of Massachusetts.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited to 25 students. First semester. Professor Aries.

33. Cognitive Psychology. This course will examine how the mind extracts information from the environment, stores it for later use, and then retrieves it when it becomes useful. Initially, we will discuss how our eyes, ears, and brain turn light and sound into colors, objects, speech, and music. Next, we will look at how memory is organized and how it is used to accomplish a variety of tasks. Several memory models will be proposed and evaluated: Is our brain a large filing cabinet? a sophisticated computer? We will then apply these principles to understand issues like intelligence, thinking, and problem solving. Throughout the course, we will discuss how damage to various parts of the brain affects our ability to learn and remember.

Requisite: Psychology 11 or 12. Limited to 40 students. First semester. Professor Schulkind.

34. Memory. This course will provide a comprehensive overview of the study of memory. We will begin by examining empirical research on memory for different kinds of content: factual information vs. personal events vs. cognitive skills. This research will be used to evaluate several contemporary models of memory. From there, we will examine how memory theories have been applied to understanding "real world" issues such as eyewitness testimony, and the false/recovered memory debate. We will also discuss developmental changes in memory—from infancy to old age. We will supplement our analysis of memory with evidence from the rapidly growing field of cognitive neuroscience.

Requisite: Psychology 11. Limited to 40 students. Second semester. Professor Schulkind.

36. Psychology of Aging. An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Professor Raskin.

38. Psychobiography: The Study of Lives. Psychobiography aims to apply psychological theory to understand the lives of significant figures. We begin this course with a consideration of what constitutes good and bad psychobiography. We then examine psychological theories that can be fruitfully applied to the study of individual lives, from traditional psychodynamic theories of the whole person (e.g., those of Freud, Adler, Horney) to models focusing on important organizing variables (e.g., motives, interpersonal styles). Next, we evaluate existing psychobiographies of important figures such as Leonardo Da Vinci, Martha Graham, and Woodrow Wilson. Finally, each student prepares a psychobiographical term paper on a figure of his or her choice.

Requisite: Psychology 21 or consent of the instructor. Limited to 25 students. Second semester. Professor Demorest.

40. Sex Role Socialization. An examination of the processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 15 students. First semester. Professor Olver.

44. The Social Psychology of Race. (Also Black Studies 52.) An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 30 students. First semester. Professor Hart.

46. Environmental Psychology. The field of environmental psychology emerged in response to our society's increasing concern about environmental problems. While it deals with applied problems, the field makes use of theory and research on basic psychological processes to study the relationship between people and their environments. This course introduces students to the methods and findings of the field. In the first half of the course we will examine empirical research on topics such as the effects of environmental qualities (e.g., temperature, light, air pollution) on human functioning; differences in environmental attitudes and activism as a function of various human factors (e.g., culture, personality, gender); and the influence of interventions (e.g., education, reward, punishment) on promoting conservation behavior. In the second half of the course, students will design and conduct their own research projects which focus on one of the topics previously studied.

Requisite: Psychology 22. Limited to 15 students. Open to juniors and seniors. Second semester. Professor Demorest.

47. Health Psychology. An introduction to the theories and methods of psychology as applied to health-related issues. We will consider theories of reasoned action/planned behavior, social cognition, and the health belief model. Topics will include personality and illness, addictive behaviors, psychoneuroimmunology, psychosocial factors predicting health service utilization and adherence to medical regimens, and framing of health-behavior messages and interventions.

Requisite: Psychology 11 or 12. Limited to 30 students. First semester. Professor Sanderson.

51. Social Cognition. This course focuses on how cognitive processes influence and are influenced by social variables. The initial section of the class will examine classic and contemporary theories that describe how mental representations underlie basic areas of psychology such as attention, reasoning, memory, motivation, stereotypes and prejudice, and the self. In the second section of the class, the students will independently survey the literature on a topic of interest and present the results of their research to the class. In addition to summarizing the literature, the students will be required to propose novel hypotheses based on the major theories in their chosen field. In the final section of the course, students will work in groups to design and conduct empirical tests of the hypotheses generated in the second section of the course, culminating in a written report of the experiment, its findings, and its theoretical implications.

Requisite: Psychology 11. Limited to 15 students. First semester. Visiting Professor McIntyre.

53. Clinical Inquiry. This course will examine methods used by clinical psychologists to understand the psychology of individual personalities. The first half of the course will focus on the analysis of narrative imagery to decipher the dominant patterns of thinking, feeling, and behaving that reflect the way an individual organizes his/her experience of the world. We will study narratives freely generated (i.e., autobiographical reports) as well as those generated to a standard psychological test (i.e., the Thematic Apperception Test). In the second half of the course, students will each pick a psychological test to study in detail and will lead class meetings devoted to those tests.

Requisite: Psychology 21 or 28. Limited to 15 students. Open to juniors and seniors. First semester. Professor Demorest.

54. Close Relationships. An introduction to the study of close relationships using social-psychological theory and research. Topics will include interpersonal attraction, love and romance, sexuality, relationship development, communication, jealousy, conflict and dissolution, selfishness and altruism, loneliness, and therapeutic interventions. This is an upper-level seminar for the major requirement which requires intensive participation in class discussion and many written assignments.

Requisite: Psychology 20 or 21. Open to juniors and seniors. Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Sanderson.

56. Neurophysiology of Motivation. This course will explore in detail the neurophysiological underpinnings of basic motivational systems such as feeding, fear, and sex. Students will read original articles in the neuroanatomical, neurophysiological, and behavioral scientific literature. Key goals of this course will be to make students conversant with the most recent scientific findings and adept at research design and hypothesis testing.

Requisite Psychology 12 or 26 and consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Baird.

57. History of Psychiatry. Though the history of madness is as old as humanity, the field of psychiatry has come of age over the past 300 years. The understanding and treatment of mental illness within the psychiatric profession has drawn upon neurological and medical, as well as psychological and psychodynamic points of view. An emerging field, Neuropsychoanalysis, attempts to integrate the two. This course will survey psychiatry's evolution, with special emphasis on the major contributions that have changed perspectives and directions in psychiatric medicine. We will also review the history of how mentally-ill patients have been housed, from custodial asylums to de-institutionalization and community-based programs, as a reflection of changing attitudes towards mental disease. Seminar. One class meeting per week.

Requisite: Psychology 11 and 12, or consent of the instructor. Limited to 20 students. Second semester. Professor Raskin.

59. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 15 students. Omitted 2005-06. Professor Turgeon.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 12. Limited to 20 students. First semester. Professor Raskin.

63. Psychology and the Law. Psychology strives to understand (and predict) human behavior. The law aims to control behavior and punish those who violate laws. At the intersection of these two disciplines are questions such as: Why do people obey the law? What are the most effective means for punishing transgressions so as to encourage compliance with the law? The idea that our legal system is the product of societal values forms the heart of this course. We will repeatedly return to that sentiment as we review social psychological principles, theories, and findings addressing how the principal actors in legal proceedings affect each other. We will survey research on such topics as: criminal versus civil procedure, juror selection criteria, juror decision making, jury size and decision rule, the death penalty, insanity defense, and eyewitness reliability. To a lesser degree the course will also consider (1) issues that arise from the impact of ideas from clinical psychology and other mental-health related fields upon the legal system, and (2) the impact that the legal system has had upon the field of psychology.

Requisite: Psychology 20 and consent of the instructor. Limited to 15 students. Second semester. Professor Hart.

66. Music Cognition. Current theories of cognitive psychology will be evaluated in light of what is known about the effects of musical stimuli on learning, memory, and emotion. The course will begin by examining how musical information is stored and, subsequently, retrieved from memory. Particular attention will be paid to comparing learning and memory of musical and non-musical stimuli. The course will also compare the behavior of trained and untrained musicians to determine how expertise influences cognitive performance. Finally, the course will consider the ability of music to elicit emotional responses and the psychological basis for its use in applied settings.

Requisite: Psychology 33. Limited to 15 students. Omitted 2005-06. Professor Schulkind.

68. Autobiographical Memory. Autobiographical memory encompasses everything we know about our personal past, from information as mundane as our Social Security number to the most inspirational moments of our lives. The course will begin by evaluating several theoretical frameworks that structure the field. We will consider how personal knowledge influences our sense of self and will examine both the contents of autobiographical memory and the contexts in which it functions, including eyewitness testimony, flashbulb memories, and the false/recovered memory controversy. We will discuss individual differences (gender and age) in autobiographical memory and will also examine the neurobiology of long-term memory and the consequences of damage to the system (i.e., dementia and amnesia). Finally, we will explore how social groups retain memories for important cultural events.

Requisite: Psychology 33 or 34. Limited to 15 students. Second semester. Professor Schulkind.

77, 78 or 78D. Senior Departmental Honors. Open to senior majors in Psychology who have received departmental approval. First and second semesters.

97, 97H, 98, 98H. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to juniors and seniors with consent of the instructor. First and second semesters.

RELATED COURSE

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Omitted 2005-06. Professors Demorest and W. Taubman.

RELIGION

Professors Doran*, Elias, Niditch*, and Wills (Chair); Assistant Professors Dole and Heim*; Visiting Professor Donfried; Visiting Assistant Professor Carbine; Visiting Lecturers Sessions and Shapiro.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

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*On leave 2005-06.

Majors in Religion are required to take Religion 11, "Introduction to Religion," Religion 64, "Theories of Religion," and six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. Rather, the emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Departmental Honors Program. Honors in Religion shall consist of Religion 11, Religion 64, and the thesis courses, Religion 77 and 78D, plus five additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11. Introduction to Religion. This course introduces students to the comparative study of religion by focusing on a major theme within two or more religious traditions. Traditions and topics will vary from year to year. In 2005-06, the major traditions will be Christianity and Buddhism and the theme will be religion and society. Through a range of classical and modern sources, we will explore ways in which religious traditions interact with the societies in which their participants are embedded, how the relationship between religion and society is reflected within the self-understanding of participants in religious traditions, and how this relationship can become a point of contention between parties inside and outside religious traditions. Two class meetings per week.

First semester. Professors Carbine and Dole.

13. Popular Religion. Religions, ancient or modern, are sometimes described as having two modalities or manifestations: the one institutional, of the establishment, the other, popular. The latter is sometimes branded as superstitious, idolatrous, syncretistic, heretical, or cultish. Yet we have come to realize that "popular" religion is frequently the religion of the majority, and that popular and classical threads tend to intertwine in religions as lived by actual adherents. People often express and experience their religiosity in ways related to but not strictly determined by their traditions' sacred officials, texts, and scholars. In the modern era, mass media have provided additional means of religious expression, communication, and community, raising new questions about popular religion. In this course we will explore examples from ancient and modern times, seeking to redefine our understanding of popular religion by looking at some of the most interesting ways human beings pursue and share religious experience within popular cultural contexts.

Topics for study include: ancient Israelite traditions concerning the dead; early Jewish omen texts; televangelist movements; modern apocalyptic groups such as Heaven's Gate; and recent films, television programs, and role-playing games rich in the occult or the overtly religious.

Omitted 2005-06. Professor Niditch.

14. Mediums, Gossips, Bakers, and Saints: Folk Religion in Cross-Cultural Perspective. As world religions move through time and across geography and culture, they are met and transformed by the local, or folk, sensibilities of the communities with which they come in contact. Indeed, it is that very fluidity, that ability to absorb and contain diversity that arguably gives the world religions their strength, durability, and influence on a large scale. And it is in their many folk particularities that these religions come to life in distinct, rich, sometimes surprising and contradictory ways—ways that reveal cultural essentials, engage both intimate and institutional power relations, and in turn can reshape the broader traditions in which they participate. This course will explore folk religious belief and practice across the world, focusing on ethnic communities, women, immigrants, and other non-elites, and including case studies from China, Mexico, Morocco, South Asia, the Arizona-Sonora borderlands, Israel, Thailand, southern Europe, and the United States. As folk religion is not always visible or available to outsiders, our entry point will be ethnographic material, and the course will include grounding in ethical and methodological questions concerning fieldwork in religious contexts.

First semester. Lecturer Shapiro.

19. Religion in the United States. An introduction to the historical development and contemporary reality of religion in the United States. The course will survey three phases of historical development: the Atlantic world phase (origins through the American Revolution); the continental phase (from the Constitution to World War I); and the global phase (from World War I to the present). Attention will be given throughout to the changing shape of religious diversity, various (and often mutually opposed) efforts to reform society or forge consensus around religious ideals, and the intersection of religion and the realities of race. Emphasis will also be placed, especially with regard to the "global phase," on the complex relation of religious movements, ideals, and leaders to the United States' ever-increasing role as a world power.

First semester. Professor Wills.

20. Close Reading: The Classics of Judaism and Christianity. This seminar offers an opportunity for students to engage in the close reading of one or two classic works in the history of Judaism or Christianity. The texts chosen will vary from year to year. In 2005-06 the course will focus on the parables of Jesus. The parables are often seen as the most distinctive feature of Jesus' teaching. We will explore what kind of a literary figure is a parable: is it an extended metaphor, or does it owe something to the *mashal* pronounced by prophets in the Hebrew Scriptures? Can one "get behind" the parable as articulated by each gospel writer to recover an "original" formulation? We will look not only at parables found in the canonical scripture, but also those found in other early Christian writings.

Omitted 2005-06. Professor Doran.

21. Ancient Israel. This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

Omitted 2005-06. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Omitted 2005-06. Professor Doran.

23. Buddhism in Theory and Practice. (Also Asian 15.) This course is an introduction to the diverse ideals, practices, and traditions of Buddhism from its origins in South Asia to its geographical and historical diffusion throughout Asia and, more recently, into the west. We will explore the Three Jewels—the Buddha, the Dharma, and the Sangha—and how they each provide refuge for those suffering in samsara (the endless cycle of rebirth). We will engage in close readings of the literary and philosophical texts central to Buddhism, as well as recent historical and anthropological studies of Buddhist traditions.

Second semester. Professor Carbine.

26. Theravada Buddhism. (Also Asian 69.) This course introduces the history and civilization of Theravada Buddhism. The Theravada (the "Doctrine of the Elders") is the dominant form of Buddhism in Sri Lanka, Cambodia, Laos, Thailand, and Myanmar (Burma); in recent decades it has also found a following in other regions in Asia and the west. We will trace the Theravada's origins as one of the earliest sectarian movements in India to its success and prestige as a religious civilization bridging South and Southeast Asia. We will also consider this tradition's encounter with modernity and its various adaptations and responses to challenges in the contemporary world. No previous background in Buddhism is required.

Omitted 2005-06. Professor Heim.

27. Buddhist Ethics. (Also Asian 58.) A systematic exploration of the place of ethics and moral reasoning in Buddhist thought and practice. The scope of the course is wide, with examples drawn from the whole Buddhist world, but emphasis is on the particularity of different Buddhist visions of the ideal human life. Attention is given to the problems of the proper description of Buddhist ethics in a comparative perspective.

Omitted 2005-06. Professor Heim.

29. Biographies in Buddhist Literature. Who is the Buddha? What is the nature of the Buddhist life? In the first half of this course we engage in close readings of different versions of the Buddha's life story. We will read accounts of the Buddha's previous lives, his birth and youth, his departure from home, his religious quest, the night of enlightenment, his teaching career, and his final release from the world. Of particular interest are the ways in which these accounts intersect with Buddhist history, art, doctrine, ritual, and religious experience. The second half of the course explores autobiographies and biographies of Buddhist lives in both premodern and contemporary traditions from the whole

Buddhist world. We shall also consider along the way theoretical reflection about religious (auto)biography.

Omitted 2005-06. Professor Heim.

35. Religion in Mesoamerica. This course is an introduction to the study of indigenous religious traditions in Mexico and Central America. Utilizing a diverse array of primary and secondary materials, we will examine various Mesoamerican beliefs, practices, and religious structures, in light of a range of interpretive approaches to the study of myth, sacred time and space, ritual performance, syncretism, and transculturation. We will explore the nature and symbolism of sacred architecture and ceremonial centers, cosmogonies and worldviews, deity complexes, life cycle rituals, imperial ideologies, sacrificial practices, and concepts concerning the human body and the soul. Attention will be given to regional and cultural variations, continuities and changes over time, and the impact and implications of colonialism and the advance of modernity.

First semester. Lecturer Sessions.

37. The Body in Ancient Judaism. The body is a template; the body encodes; the body is a statement of rebellion or convention, of individual attitude or of identity shared by a group. Dressed in one way or another or undressed, pierced or tattooed, shaggy or smooth, fed one way or another, sexually active or celibate, the body, viewed in parts or as a whole, may serve human beings as consummate and convenient expression of world-view. In this course we will explore ancient Israelite and early Jewish representations of the body juxtaposing ancient materials and modern theoretical and descriptive works. Specific topics include treatment of and attitudes towards the dead, hair customs, views of bodily purity, biblical euphemisms for sex, food prohibitions, circumcision, and God's body.

Omitted 2005-06. Professor Niditch.

38. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

Omitted 2005-06. Professor Niditch.

39. Women in Judaism. (Also Women's and Gender Studies 39.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal (*halakic*) and non-legal (*aggadic*) material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Omitted 2005-06. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Omitted 2005-06. Professor Niditch.

41. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Omitted 2005-06. Professor Niditch.

44. Paul and Christian Origins: Archaeological and Socio-Historical Perspectives. This course will attempt to integrate biblical and historical studies, geographical settings and available archaeological materials in order to frame the context for the religious, social and political activity of the Apostle Paul. We will explore the Pauline mission in light of its interaction with first-century Judaism and the political power of the Roman Empire.

First semester. Professor Donfried.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man,* what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

Omitted 2005-06. Professor Doran.

49. Christianity, Philosophy, and History in the Nineteenth Century. The nineteenth century saw developments within Western scholarship that profoundly challenged traditional understandings of Christianity. Immanuel Kant's critical philosophy had thrown the enterprise of theology into doubt by arguing that knowledge of anything outside space and time is impossible. During the same period, the growing awareness of Christianity's history and the emerging historical-critical study of the Bible brought into prominence the variability and contingency of the Christian tradition. Particularly in Germany, Christian intellectuals were to wrestle intensely with the problem of knowledge of God and the authority of tradition during this period. Should Christians adapt their understandings of fundamental points of Christian doctrine to advances in historical scholarship? Did developments within philosophy require the abandonment of reliance on claims about the nature of reality, and of human existence, which had been seen as essential to Christianity? This course will be devoted to tracking these discussions. Some of the authors to be treated are Kant, Schleiermacher, Hegel, Strauss, Kierkegaard, Newman, von Harnack, and Schweitzer.

Limited to 20 students. First semester. Professor Dole.

50. Liberation and Twentieth Century Christian Thought. In the middle of the nineteenth century Karl Marx characterized religion as "the opium of the people," a tool of the ruling classes to keep the poor in subjection. By the end of the century, in the face of rising unrest related to political and economic developments, Christian thinkers in Europe and the United States found themselves facing the question of the church's role in relation to questions of social and economic justice. Should Christianity be a force for radical social change in a progressive direction, or should Christians instead work for peace and "brotherly love" within existing social structures? This course will track the development of debates on these subjects, discussing the "Social Gospel", Christian pacifism and realism, German Christianity during the Nazi period, liberation theology and its descendants. Some of the authors to be treated are Adolf von Harnack, Kirby Page, Reinhold Niebuhr, Karl Barth, Dietrich Bonhoeffer, Gustavo Gutiérrez, James Cone, and Elizabeth Schüssler-Fiorenza.

Limited to 20 students. Second semester. Professor Dole.

53. Sufism. (Also Asian 56.) This seminar explores mystical experience and philosophy through an inquiry into the Islamic movement called Sufism. The course examines Sufism from several directions: it surveys individual mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry; analyzes the ideas of prominent Sufi philosophers; and traces the development of Sufism in Africa and India. The narrow goal of the course is to understand the spiritual dimensions of Islamic religious leadership and the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world. The wider goal is to gain an understanding of the nature of religious experience and the role of communal and individual dimensions of mysticism within this religious experience.

Limited to 15 students. Second semester. Professor Elias.

56. Women and Islamic Constructions of Gender. (Also Women's and Gender Studies 56.) This course focuses on the lives of contemporary Muslim women, the factors informing constructions of gender in the Islamic world, and the role played by attitudes toward sex and gender in determining women's status in modern Islamic religion and society. We will begin by briefly examining the status and images of women as well as notions of gender in classical Islamic thought, including themes relating to scripture, tradition, law, theology, philosophy and literature. The second section of the course will focus on contemporary Muslim women in a number of different cultural contexts and highlight a variety of significant issues: veiling and seclusion, kinship structures, violence, health, feminist activism, literary expression, etc. We will also discuss notions of masculinity and attitudes toward homosexuality. Throughout the semester we will attempt to place Islamic feminist thought in dialogue with western feminism with the hope of arriving at a better understanding of issues related to gender, ethics and cultural relativism.

Second semester. Professor Elias.

57. Islamic Ethics. (Also Asian 39.) This course examines classical and modern sources in Islamic ethics to understand the place of moral and ethical thought in Islam. By looking at Islamic scripture, legal and theological writings, as well as literary sources, we will explore a wide scope of topics such as biomedical, reproductive and sexual ethics, as well as attitudes toward war and violence. The overall purpose of the course is to understand diverse Muslim understandings of what it means to live an ideal life, both individually and collectively.

First semester. Professor Elias.

58. Religion in the Atlantic World: 1441-1808. (Also Black Studies 28.) An examination of the religious history of the Atlantic world, from the beginning of the Atlantic slave trade to the Anglo-American withdrawal from that trade. Emphasis will be placed on the encounter of African and European religions. How did the religion(s) of Africans and the religion(s) of Europeans differ and how were they alike at the time of their meeting in the Atlantic world? How did they change in response to one another along the west coast of Africa, and in the Caribbean and the Americas? Attention will be given to both West African and Kongo-Angola religious traditions, to both Catholicism and Protestantism, to both elite and popular religious patterns, and to the role of Islam in Africa and the New World. Two class meetings per week.

Second semester. Professor Wills.

61. Religion in Black America: The Twentieth Century. (Also Black Studies 51.) This course will examine continuity and change in the role of religion in African-American life in the twentieth century. Does religion generally hold the same place now in black America that it did a hundred years ago? Or has its role changed in some fundamental way? What explains this continuity or change? Special attention will be given to historical and social scientific interpretations claiming that the period between the two world wars saw "urbanization" and "modernization" begin a deep transformation of religion's place in African-American life.

Omitted 2005-06. Professor Wills.

63. Suspicion and Religion. This course considers the tradition of the "hermeneutics of suspicion" of religion from its origins in the late nineteenth century to the present. We will discuss classical texts from the tradition of suspicion about religion and contemporary descendents. The course attempts to develop an understanding of the structure of appeals to suspicion, facilitating the evaluation of their strengths and weaknesses. A question to be asked throughout the course is: What is it about religion that accounts for the fact that it has so often been a target of suspicion? We will also examine the "suspicion of suspicion," the deployment of suspicion by advocates of religion against secularism. Some authors to be treated are Hegel, Feuerbach, Marx, Freud, Nietzsche, Foucault, and Merold Westphal.

Omitted 2005-06. Professor Dole.

64. The Nature of Religion: Theories and Methods in Religious Studies. What does religious studies study? How do its investigations proceed? Can a religion only be truly understood from within, by those who share its beliefs and values? Or, on the contrary, is only the person who stands "outside" religion equipped to study and truly understand it? Is there a generic "something" that we can properly call "religion" at all, or is the concept of religion, which emerged from European Enlightenment, inapplicable to other cultural contexts? This course will explore several of the most influential efforts to develop theories of religion and methods for its study. We will consider psychological, sociological, anthropological, and phenomenological theories of religion, along with recent challenges to such theories from thinkers associated with feminist, post-modern and post-colonial perspectives. One class meeting per week.

Second semester. Professor Dole.

67. Sacrifice and the Gift. This course is a thematic exploration of giving and sacrifice as central categories of human experience. The course is explicitly comparative, drawing on examples from both premodern and modern contexts, and in multiple religious traditions. The course is also multi-disciplinary, making use of religious, philosophical, ethical, literary, and anthropological reflections on the meanings of the gift. We shall discuss how the gift is related to religious sacrifice, hospitality, charity, alms-giving, and reciprocity. We will also consider the nature of giving and sacrifice in the contemporary world, as in, for example, the logics of philanthropy in the context of global capitalism, and the meanings of sacrifice in the context of nationalism and war.

Omitted 2005-06. Professor Heim.

68. Apocalyptic Renewal in the Western Tradition. Apocalyptic leaders have called for the end of the present world order and the inauguration of a new one, sometimes to be brought about by peaceful means, sometimes by violence. This course will explore apocalyptic thought in writings of Second Temple Judaism and in formative writings of early Christianity, its reappearance in Late Antiquity and its flourishing in the medieval period before turning to its influence on such movements as the Millerite movement and Waco.

Omitted 2005-06. Professor Doran.

69. The Power of Icons. Images and icons occupy a central place in human life. They are worshiped, venerated, denounced and destroyed, but seldom are they ignored. This course will explore the role played by icons and religious images in a variety of religious contexts. It will cover the nature of icons and the controversy surrounding them in Greek Orthodox and Roman Catholic Christianity. Aniconism and iconophobia will be analyzed in the Islamic context. The Christian and Muslim ambivalence toward icons and images will be contrasted with their centrality in Hinduism. The course will also explore the limits of what constitute religious icons by examining truck decoration in Pakistan and the cult of Elvis in the United States.

Limited to 20 students. Omitted 2005-06. Professor Elias.

72. Buddhism, Politics, and Society. Many Euro-Americans view Buddhism as a religion largely about meditation and spirituality, with little if any "political" emphasis. While an accurate view of some kinds of Buddhism, Buddhism has also been heavily political or politicized in many if not most of its socio-historical contexts. This seminar examines political dimensions of Buddhism in contemporary Asian contexts, both thematically and geographically. By focusing on developments in particular countries, it explores such topics as Buddhist resistance to and participation in military rule (Burma/Myanmar), efforts to confront war and international conflict (Vietnam), struggles against foreign rule and domination (Vietnam, Tibet), attempts to foster nationalism (Sri Lanka), and justifications both for and against abortion (Japan). This seminar is designed to allow students to critically engage issues in Buddhism and politics, as well as in religion and politics more generally.

First semester. Professor Carbine.

73. Seminar on Christianity as a Global Religion. Christianity is often thought of as a "Western" or European religion. This overlooks, however, much of the early history of Eastern Christianity and, more importantly, the present reality that Christianity is increasingly the religion of "non-Western" peoples, both in their ancestral homelands and abroad. Through common readings and independent research, this seminar will explore aspects of the early history of eastern Christianity, the role of European missions of the early modern and modern periods in the further globalization of Christianity, and recent and contemporary developments in Christian thought and practice in Africa, Asia, the Caribbean, Latin America, and among populations from these places now resident in the United States.

Not open to first-year students. Omitted 2005-06. Professor Wills.

77. Senior Departmental Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to seniors with consent of the instructors. First semester. The Department.

78D. Senior Departmental Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Indian Civilization. See Anthropology 21.

Omitted 2005-06. Professor Babb.

Religion and Society in the South Asian World. See Anthropology 34 (also Asian Studies 60).

Omitted 2005-06. Professor Babb.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

Second semester. Professor Abiodun.

The Reformation Era, 1500-1660. See History 29.

Omitted 2005-06. Professor Hunt.

Church, Family and Culture in Nineteenth-Century America. See History 48.

Omitted 2005-06. Professor Saxton.

RUSSIAN

Professors Ciepiela, Peterson (Chair), Rabinowitz, and J. Taubman; Assistant Professor Dianina; Five College Assistant Professor Glebov; Senior Lecturer Emerita Schweitzer; Lecturer Babyonyshev.

Major Program. The major program in Russian is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one discipline: literature, film, cultural studies, history, or politics. Eight courses are required for the major, including Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 04 and above will count for the major. Normally, two courses taken during a semester abroad in Russia may be counted; H-14 and H-15 together will count as one course. Additionally, all majors must elect either Russian 21 or History 05 or an approved equivalent. Other courses will be chosen in consultation with the advisor from courses in Russian literature, culture, history and politics. Students are strongly encouraged to enroll in non-departmental courses in their chosen discipline.

Comprehensives. Students majoring in Russian must formally define a concentration within the major no later than the pre-registration period in the spring of the junior year. By the end of the add/drop period in the fall of the senior year, they will provide a 4- or 5-page draft essay which describes the primary focus of their studies as a Russian major. Throughout this process of defining a topic of concentration, majors will have the help of their advisors. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year, will be evaluated by a committee of departmental readers in a conference with the student. This, in addition to a one-hour translation exam taken in the fall of the senior year, will satisfy the comprehensive examination in Russian.

Departmental Honors Program. In addition to the above requirements for the major program, the Honors candidate will take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department. Students who anticipate writing an Honors essay in Russian history or politics should request permission to work under the direction of Professor Peter Czap (History) or Professor William Taubman (Political Science). All Honors candidates should insure that their College program provides a sufficiently strong background in their chosen discipline.

Study Abroad. Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available from Department faculty.

01. First-Year Russian I. Introduction to the contemporary Russian language. By presenting the fundamentals of Russian grammar and syntax, the course helps the student make balanced progress towards competence in listening comprehension, speaking, reading, writing, and cultural competence. Four meetings per week, plus an additional conversation hour conducted by a native speaker.

First semester. Professors Rabinowitz and J. Taubman and Lecturer Babyonyshev.

02. First-Year Russian II. Continuation of Russian 01.

Requisite: Russian 01 or equivalent. Second semester. Professor Peterson and Lecturer Babyonyshev.

03. Second-Year Russian I. This course stresses vocabulary building and continued development of speaking and listening skills. Active command of Russian grammar is steadily increased. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Four meetings per week, including a conversation hour.

Requisite: Russian 02 or the equivalent. This will ordinarily be the appropriate course placement for students with 2-3 years of high school Russian. First semester. Professor Ciepiela and Lecturer Babyonyshev.

04. Second-Year Russian II. Continuation of Russian 03.

Requisite: Russian 03 or equivalent. Second semester. Professor Dianina and Lecturer Babyonyshev.

11. Third-Year Russian: Studies in Russian Language and Culture I. This course advances skills in reading, speaking, understanding, and writing Russian, with materials from twentieth-century culture. Readings include fiction by Chekhov, Bulgakov, and Kharms, and poetry by Akhmatova, Blok, Tsvetaeva, and Pasternak. Conducted in Russian, with frequent writing assignments and occasional grammar and translation exercises. An additional hour for majors to provide an introduction to research and writing in the field of concentration.

Requisite: Russian 04 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. First semester. Professor Dianina and Senior Lecturer Emerita Schweitzer.

12. Third-Year Russian: Studies in Russian Language and Culture II. We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Pushkin, Tolstoy, Gogol, Dostoevsky, Turgenev and Chekhov. Conducted in Russian, with frequent writing and translation assignments. An additional hour for majors to provide an introduction to research and writing in the field of concentration.

Requisite: Russian 11 or equivalent. Second semester. Professor Rabinowitz and Senior Lecturer Emerita Schweitzer.

14H. Advanced Intermediate Conversation and Composition. A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will study and discuss Russian films of various genres. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Lecturer Babyonyshev.

15H. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Major attention will be given to reading, discussion and interpretation of current Russian journalistic literature. This course will cover several basic subjects, including the situation of the Russian media, domestic and international politics, culture, and everyday life in Russia. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer Babyonyshev.

COURSES OFFERED IN ENGLISH

17. Strange Russian Writers: Gogol, Dostoevsky, Bulgakov, Nabokov, *et al*. A course that examines the stories and novels of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, include from the nineteenth century: Gogol ("Viy," "Diary of a Madman," "Ivan Shponka and His Aunt," "The Nose," "The Overcoat"); Dostoevsky ("The Double," "A Gentle Creature," "Bobok," "The Dream of a Ridiculous Man"); Tolstoy ("The Kreutzer Sonata," "Father Sergius"), and from the twentieth century: Olesha (*Envy*), Platonov (*The Foundation Pit*); Bulgakov (*The Master and Margarita*); Nabokov (*The Eye, Despair*); Erofeev (*Moscow Circles*); Pelevin ("The Yellow Arrow"). Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention and, in doing so, reflect the writer Tatyana Tolstaya's claim that "Russia is broader and more diverse, stranger and more contradictory than any idea of it. It resists all theories about what makes it tick, confounds all the paths to its possible transformation." All readings in English translation.

Not open to first-year students. Limited to 40 students. First semester. Professor Rabinowitz.

18. Russian Lives. What does it mean to tell the story of a life? What models or agendas shape the way it is told? Such questions will guide our study of Russian "life-writing," as we read autobiographies, memoirs, and fictional narratives. These will include works by such writers as Tolstoy, Nabokov, and Pushkin, as well as by nineteenth-century revolutionaries, a sectarian priest, a Soviet laborer, and a cross-dressing woman who fought in the Napoleonic wars. No familiarity with Russian language or culture is assumed; all readings are in translation.

Omitted 2005-06.

20. Introduction to the Peoples and Cultures of Eurasia. This course will explore the past and present of the various peoples and cultures of the territory that was once dominated by the Russian Empire and the Soviet Union. It will also touch upon experiences undergone by this historic region under the rule of Eastern and Central European multinational empires other than Russia. In our study of Eurasia we will discuss how this region has been imagined and mapped. We will question conventional definitions of the boundaries of Europe and Asia and explore the meaning of such concepts as "Eastern Europe," "Central Europe," and "Eurasia." Among the topics to be considered will be the struggle for a usable past in the context of the emergence of modern national identities; various techniques of imperial rule and colonial domination; the formation and dissemination of knowledge in Eurasia; the cultural traditions of the region, including its literature and arts. The course is designed to help students better navigate the complex world of post-Soviet and post-socialist Eurasia and it serves as the foundational course for the Five College certificate in Russian, East European, and Eurasian Studies.

Second semester. Five College Assistant Professor Glebov and staff.

21. Russian Literature and Society: The Rise of a National Tradition. Literature was the main vehicle for the transmission of national culture and identity in nineteenth-century Russia. In a society limited by repressive censorship and authoritarian rule, the Russian author assumed the role of a "second government." Why and how did Russian writers ascend to this special status? What is uniquely Russian about Russian literature? What gives it power to shape and influence identities? This course studies the emergence of a national literary tradition in Russia as it was fashioned by writers and their reading publics in the first half of the nineteenth century. Among authors to be read are Karamzin, Pushkin, Gogol, Lermontov, Pavlova, Turgenev, Goncharov, and early Dostoevsky and Tolstoy. Literary texts will be placed in their wider social and cultural contexts, Russian as well as European. Topics for discussion include the Russian public sphere, the role of the artist in society, the Russia vs. the West controversy, the myth of St. Petersburg, the superfluous man, the "woman question." All readings in translation, with special assignments for those able to read in Russian.

First semester. Professor Dianina.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian émigré literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evaluation of

recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.
Second semester. Professor Rabinowitz.

23. Russian Literature in the Twentieth Century. The Russian intelligentsia expected its writers to be the conscience of the nation, twentieth-century saints, or, as Solzhenitsyn put it, "A second government." Stalin demanded that writers be "engineers of men's souls." Are these two visions all that different? Did the avant-garde's view that art should change the world and the intelligentsia's moralizing tradition open the door for the excesses of Stalinism and Socialist Realism? Has the fall of the Soviet regime liberated Russian writers or deprived them of their most powerful subject? In search of answers, we will study major works of twentieth-century prose, and some poetry, by Zamiatin, Mayakovsky, Akhmatova, Babel, Platonov, Bulgakov (*The Master and Margarita*), Pasternak, Solzhenitsyn, Sinyavsky, Brodsky, Petrushevskaya, and others. We will pay considerable attention to parallel developments in the visual arts, using materials from the College's Thomas P. Whitney Collection. Conducted in English, all readings in translation (students who read Russian will be given special assignments). Two meetings per week.
Limited to 20 students. Second semester. Professor J. Taubman.

25. Seminar on One Writer: Vladimir Nabokov. (Also English 75, section 03.) An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.
Not open to first-year students. Omitted 2005-06. Professor Peterson.

27. Dostoevsky. Well over a century after his death, Dostoevsky remains one of the most powerfully appealing and paradoxical novelists. Perceived as the most "Russian" of Russian writers, he finds many enthusiastic readers in the West. A professional author, journalist, and social critic urgently engaged in the debates of his time, his work remains vital today. How can we understand Dostoevsky's appeal to so many audiences? What did he mean to his contemporaries? What does he mean to you? These broad questions will guide our close reading of Dostoevsky's fiction alongside the critical contexts in which it was produced and received. Major texts to be read include *Poor Folk, Notes from Underground, Crime and Punishment, The Idiot, The Brothers Karamazov, Demons*. Among contexts to be considered are: social criticism, aesthetics, urbanization, populism, nationalism, Russian orthodoxy, and Dostoevsky's reception and influence in the West. All readings and discussion in English. Conducted as a seminar.
Second semester. Professor Dianina.

28. Tolstoy. Count Leo Tolstoy's biography and writings present the dramatic story of a life-long inner conflict between an artist devoted to realism and a thinker in quest of absolute truth and moral certainty. Few writers have been as uncompromisingly true to the closely observed details of lived experience as Tolstoy, who is justifiably famous for his honest depictions of war, sexuality, family life, and death. Yet few thinkers have been as determined as Tolstoy to articulate universal laws and announce "what men live by." This course will examine Tolstoy's epic struggle with himself and with the profound contradictions his works reveal. We shall begin by studying the dialogue between early and late Tolstoy in such works as *Family Happiness* and *The Kreutzer Sonata, The Cossacks* and *Hadji Murad*. Next, we shall give our attention to a slow, careful reading of Tolstoy's two great novels, *War and Peace* and *Anna Karenina*. The course will conclude with a reading of Tolstoy's doctrinal works and moral stories (*What is Art?, Master and Man, Alyosha the Pot*) alongside some of Tolstoy's most mature short fiction (*Father Sergius, The Death of Ivan Ilyich*). Each enrolled student will be asked to complete a final project on a work not included on the syllabus. All readings in translation, with special assignments for students who read Russian. Three class sessions per week.

First semester. Professor Peterson.

29. Russian and Soviet Film. Lenin declared "Cinema is the most important art" and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in Hollywood, became the favored genres. The innovative Soviet directors of the sixties and seventies (Tarkovsky, Parajanov, Abuladze, Muratova) moved away from politics and even narrative toward "film poetry." Post-Soviet Russian cinema has struggled to define a new identity, and may finally be succeeding. This course will introduce the student to the great Russian and Soviet film tradition. Frequent short writing assignments. Conducted in English. Two class meetings and one or two required screenings a week.

Omitted 2005-06. Professor J. Taubman.

30. Chekhov and His Theater. (Also Theater and Dance 21.) See Theater and Dance 21.

Second semester. Professor Ciepiela and Playwright-in-Residence Congdon.

ADVANCED LITERARY SEMINARS

43. Advanced Studies in Russian Literature and Culture I. The topic changes every year. This year's theme will be the work of the great Russian poet, Aleksandr Pushkin. Pushkin spent the fall of 1830 on the Boldino estate. Those three months proved to be one of the most prolific periods of his creative life. During his time at Boldino, Pushkin worked in a variety of literary genres. He completed the novel *Eugene Onegin*, wrote poetry, short fiction, dramatic works, criticism, and many letters. During the course of the semester we will become acquainted with his work in each of these genres. The close reading of Pushkin's work from Boldino will provide students with an understanding of why Russians consider him their greatest poet. Taught entirely in Russian.

First semester. Senior Lecturer Emerita Schweitzer.

44. Advanced Studies in Russian Literature and Culture II. The topic changes every year. This year's topic to be announced. Two class meetings per week. Taught entirely in Russian.

Second semester. Lecturer Babyonyshev.

77, 78. Senior Departmental Honors. Meetings to be arranged. Open to, and required of, seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

RELATED COURSES

Russia: A History of Russia Until Approximately 1880. See History 05.
First semester. Professor Czap.

Russia: A History of Late Imperial and Soviet Russia. See History 06.
Second semester. Professor Czap.

Seminar in Russian History. See History 80.
Omitted 2005-06. Professor Czap.

Russian Politics Past and Present. See Political Science 27.
First semester. Professor W. Taubman.

Problems of International Politics. See Political Science 57.
Second semester. Professor W. Taubman.

SPANISH

Professors Maraniss, and Stavans; Visiting Assistant Professor Lamas; Senior Lecturers Otaño-Benítez and Alegre‡; Visiting Lecturers Carracelas-Juncal and Venturi. Professor Rosbottom will act as Chair first semester.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions.

We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

The following requirements for a major in Spanish (both *rite* and with Departmental Honors) will apply. The major will consist of a minimum of nine courses in the literatures and cultures of Spanish-speaking peoples. Majors will be expected to take one course in each of the three cultural areas encompassing the Hispanic world: Spain, Latin America, and Latinos in the USA. All courses offered by the Department above Spanish 03 will count for the major. Five of those courses must be taken from the Spanish offerings at Amherst College. Courses enrolled abroad or outside the Department will require departmental approval.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect 78D in the second semester of their senior year.

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‡On leave second semester 2005-06.

Combined Majors. Both *rite* and Departmental Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the Committee on Academic Standing and Special Majors, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Latin America. Plans for study abroad must be approved in advance by the Department. Guidelines are available.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in courses on Hispanic culture. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 05 or a course of equivalent level at another institution (a score of 4 in the Advanced Placement Examination).

01. Elementary Spanish. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 03. Limited to 15 students. First and second semesters. Lecturer Carracelas-Juncal and Assistants.

03. Intermediate Spanish. A continuation of Spanish 1. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 05.

For students with less than three years of secondary school Spanish who score 3 or 4 on the Advanced Placement Examination. Limited to 15 students. First semester: Senior Lecturer Alégre and Assistants. Second semester: Visiting Lecturer Venturi and Assistants.

05. Language and Literature. An introduction to the critical reading of Hispanic literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses. This course counts for the major.

Limited to 15 students. First semester: Senior Lecturer Otaño-Benítez and Visiting Professor Lamas and Assistants. Second semester: Professor to be named and Assistants.

06. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of Spain, Latin America, and the United States. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. This course counts for the major.

For students who have completed Spanish 05 or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). Limited to 15 students. First and second semesters. Senior Lecturer Otaño-Benítez and Assistants.

07. Advanced Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition in various genres. Three hours of classroom work per week. Conducted in Spanish. This course counts for the major.

Recommended for Spanish majors and honor students. For students who have completed Spanish 05 or have a score of 5 on the Advanced Placement Examination. Highly recommended for native speakers looking to improve their grammar and writing skills. Limited to 15 students. First semester: Senior Lecturer Alégre. Second semester: Visiting Lecturer Venturi.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 05, or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). Second semester. Professor Maraniss.

17. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s and beyond. Students will be asked to place these works in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story. Conducted in Spanish.

For students who have completed Spanish 05 or the equivalent (advanced standing or a score of 5 on the Advanced Placement Examination). Omitted 2005-06.

22. Discovery, Conquest, and New World Writings. An exploration of early colonial times as seen through the works of contemporary Latin American writers, film-makers, and historians of the conquest. Readings will include Alejo Carpentier's *El arpa y la sombra*, Abel Posse's *El largo atardecer del caminante*, Antonio Benítez-Rojo's *El mar de las lentejas*, Christopher Columbus's *Diario*, Bartolomé de las Casas's *Brevísima relación de la destrucción de las Indias*, Alvar Núñez Cabeza de Vaca's *Los naufragios*, Tzvetan Todorov's *The Conquest of America*. The course is conducted in Spanish and assumes a basic knowledge of the language.

Requisite: Spanish 5 or equivalent. First semester. Visiting Professor Lamas.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

First semester. Professor Maraniss.

29. Jorge Luis Borges. A comprehensive study of the style, originality and influence of the contemporary Argentine author (1899-1986). His essays, poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

Open to juniors and seniors or with consent of the instructor. Limited to 20 students. First semester. Professor Stavans.

31. History of the Spanish Language. An interdisciplinary, trans-historical assessment of the rise and dissemination of the Spanish language throughout a millennium through novels, plays, poems, essays, philological items, and popular culture. Students will follow the development of *castellano* from a regional dialect in the Iberian Peninsula to the imperial tool of colonization of the Americas and the Caribbean. Emphasis will be placed on the varieties of the Spanish language from Argentina to Peru, from Spain to Mexico, from Puerto Rico to the United States. Works by Berceo, Nebrija, Covarrubias, Cervantes, "El Inca" Garcilaso, the *Diccionario de Autoridades*, Sor Juana Inés de La Cruz, Borges, Gabriel García Márquez, among others, will be contemplated. This course is conducted in Spanish and assumes a basic knowledge of the language.

Requisite: Spanish 5 or equivalent. Omitted 2005-06. Professor Stavans.

32. Latino Fiction. A close reading of Latino fiction from the late 19th century to the present day. Novels and stories by Julia Alvarez, Junot Díaz, Sandra Cisneros, Cristina García, Edward Rivera, Tomás Rivera, among others, will be studied in their hemispheric context. This course is conducted in English.

Omitted 2005-06. Professor Stavans.

33. Cuban Literature and Culture. An interdisciplinary course, bringing together Cuba's social history (plantation society, the Spanish-American War, the Cuban Revolution), folklore (Afro-Cuban culture), music (havanera, danza, danzón, rumba, conga, bolero, mambo, cha-cha), art (Wilfredo Lam and others), film-making (Tomás Gutiérrez Alea and Enrique Pineda Barnet), and literature from the nineteenth century to the present (Gertrudis Gómez de Avellaneda, Cirilo Villaverde, Fernando Ortiz, Nicolás Guillén, Lydia Cabrera, José Lezama Lima, Alejo Carpentier, Severo Sarduy, Nancy Morejón, Guillermo Cabrera Infante, Zoe Valdés, and others). Extensive use of audio-visual material.

For students who have completed Spanish 05 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination. Omitted 2005-06.

34. Sephardic Literature. (Also European Studies 32.) Since 1492, a rich transnational literature has been produced by Sephardic Jews in Ladino and other languages, in countries like Argentina, Brazil, Bulgaria, Colombia, Egypt, England, France, Greece, Iraq, Israel, Mexico, Peru, and the United States. The course will analyze its roots in medieval Spain and do a close analysis of the oeuvre of canonical authors such as Georgio Bassani, Elias Canetti, Albert Cohen, Edmond Jabès, Primo Levi, Albert Memmi, and A.B. Yehoshua. Topics like religion, secularism, assimilation, and anti-Semitism will be discussed. Conducted in English.

Omitted 2005-06. Professor Stavans.

36. Popular Culture of Hispanic America. An engaging examination of highbrow and mass culture in Mexico, Argentina, Cuba, Chile, and other countries of the Caribbean and south of the Rio Grande, from the 1930s to the present. Soap-operas, performance art, folklore, *artesanías* and native music will be discussed, as well as science fiction, detective and romance novels. Use of audio-visual materials. Conducted in Spanish.

Omitted 2005-06. Professor Stavans.

39. Foundational Fictions. In the process of nation-building in the nineteenth and twentieth centuries, many Latin-American political, military and intellectual leaders wrote and/or called for novels that would promote unity through political and economic programs. A discussion of works by major writers, such as: Domingo Faustino Sarmiento's *Facundo* (Argentina), Jorge Isaacs' *María*, (Colombia), Alberto Blest Gana's *Martín Rivas* (Chile), Ignacio Manuel Altamirano's *El Zarco* (Mexico), Clorinda Matto de Turner's *Aves sin nido* (Peru), Manuel Zeno Gandía's *La charca* (Puerto Rico), José Eustasio Rivera's *La vorágine* (Colombia), and Rómulo Gallegos' *Doña Bárbara* (Venezuela). Conducted in Spanish.

For students who have completed Spanish 05 or the equivalent (advanced standing or a score of 5 on the Advanced Placement Examination). Omitted 2005-06.

41. Rubén Darío and *Modernismo*. A detailed survey of the life and career of the Nicaraguan man of letters Rubén Darío (1867-1916), whose oeuvre was fundamental in the shaping of modern Latin American poetry. Students will concentrate on his masterworks: *Azul...*, *Prosas profanas*, and *Cantos de vida y esperanza*. Darío was the consummate leader of the *Modernista* movement, an esthetic revolution that affected every aspect of life in the Hispanic world on both sides of the Atlantic and enabled the emergence of authors like Borges, Neruda, and Federico García Lorca. The tenants of *Modernismo* will be thoroughly analyzed. Course will be taught in Spanish.

For students who have completed Spanish 5 or equivalent. Limited to 20 students. Second semester. Professor Stavans.

43. Pablo Neruda. An exploration of the life and oeuvre of the prolific Chilean poet (1904-1973) and recipient of the Nobel Prize for Literature. His work will be read chronologically, starting with *Twenty Love Poems and a Song Of Despair* and ending with his five posthumous collections. Special attention will be paid to *Residence On Earth* and *Canto General*. The counterpoint of politics and literature will define the classroom discussion. Neruda's role as witness of, and sometimes participant in, the Spanish Civil War, the Cuban Revolution, the workers' and students' upheaval in Latin America in the sixties, and the failed presidency of Salvador Allende in Chile will serve as background. Course will be conducted in Spanish.

First semester. Professor Stavans.

44. The Spanish Civil War: Art, Politics, and Violence. Sixty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Course will be conducted in English.

Omitted 2005-06. Professor Maraniss.

45. Cervantes. *Don Quixote de la Mancha* and some of Cervantes' "exemplary novels" will be read, along with other Spanish works of the time, which were present at the novel's birth. Course will be taught in Spanish.

Second semester. Professor Maraniss.

46. Crossing Literary Genres: Spanish American Women's Writings. For over three centuries Spanish American women have been continuously writing. They have produced a massive amount of works, ranging from travelogues and memoirs to poetry and theater, from novels and short stories to essays and criticism. Furthermore, they have written in the tradition of many literary currents and movements. This course will discuss works by Gertrudis Gómez de Avellaneda (Cuba, nineteenth-century romantic novel), Flora Tristán (Peru, nineteenth-century travelogue), Teresa de la Parra (Venezuela, Modernista memoirs), Rosario Castellanos (Mexico, theater), Rigoberta Menchú (Guatemala, life story), Sylvia Iparraguirre (Argentina, historical novel), Isabel Allende (Chile, short stories), María Amparo Escandón (Neo-Picaresca novel), and others. Conducted in Spanish.

For students who have completed Spanish 05 or equivalent. Limited to 20 students. Omitted 2005-06. Senior Lecturer Otaño-Benítez.

48. Spanish American Fiction by Women. This course will study contemporary Spanish American novels and short stories written by women. Special attention will be paid to the importance of female forms of resistance, struggle and bonding against social and economic marginalization. The course will also explore the role of women in a variety of political contexts, ranging from revolution to ideological repression. Texts by: Isabel Allende, Gioconda Belli, Rosario Ferré, Angeles Mastreta, Elena Poniatowska, Mayra Santos Febres, Ana Lydia Vega, Zoé Valdés, Luisa Valenzuela, and others. Conducted in Spanish.

Second semester. Senior Lecturer Otaño-Benítez.

49. Seventeenth-Century European Theater. Readings of plays by Spanish, English and French playwrights of what has been, in the modern world, the great century of the stage. Works of Lope de Vega, Calderón de la Barca, Shakespeare, Molière, Racine, Webster and Wycherly. Conducted in English. Students will read plays in the original languages whenever possible.

Omitted 2005-06. Professor Maraniss.

52. Drugs in Latin America. A cultural history of drugs south of the Rio Grande and in the Caribbean Basin, from the pre-Columbian period (Maya, Inca, Nahuatl, Quechua, etc.) through the Age of Independence, Positivism, and the 20th century. Medicine, religion and politics will be the leading concerns in the classroom discussion. Students will read novels, poems, essays, stories, *testimonios* and legal documents, and be exposed to films as well as TV, radio and newspaper reports. Course will be conducted in Spanish.

For students who have completed Spanish 07 or equivalent. Omitted 2005-06. Professor Stavans.

53. The Sounds of Spanglish. A linguistic and cultural study of the Latino population in the United States through its language. The course spans almost five hundred years, from 1521 to the present. It starts with the Spanish explorers to Florida and ends with today's rappers and poets. Novels, plays, and film will be used as primary texts. The various modalities of Spanglish, spoken by, among other groups, Nuyoricans, Chicanos, and Cuban-Americans, will be compared. The development of Spanglish as a street jargon will be compared to Yiddish, Ebonics, and other minority tongues. The course will also discuss the rapid changes of Spanish, under strong pressure from English, in the Southern Hemisphere. Works by Dr. Samuel Johnson, Antonio de Nebrija, and Fernando Ortiz will be used. Conducted in English. The course will be taught on one of the Five College campuses.

Second semester. Professor Stavans.

55. Latin American Literature and the Paranormal. For many years now, Latin American writers have chosen to employ codes other than those of realism when writing of the problems that individuals experience in their sociocultural mileux. In countries whose populations, lacking a real history, still make use of myths and legends, and in which differing cultures are still in conflict, the realist novel has turned out to be inadequate to the fictionalization of certain states of the group mind. It is here that magic realism, the uncanny, the fantastic and other forms of paranormal literature find their most characteristic place. The course will examine works by Julio Cortázar, Jorge Luis Borges, Juan Rulfo, Felisberto Hernández, Gabriel García Márquez, Carlos Fuentes, María Luisa Bombal and Miguel Angel Asturias, among others. Conducted in Spanish.

For students who have completed Spanish 05 or equivalent. Omitted 2005-06.

56. Spanish America's Modern Historical Novel. Beginning with the publication of Alejo Carpentier's *El reino de este mundo* (1949), the modern historical novel has become one of the most important genres in Spanish American fiction. The course will discuss different types of novels, including Mario Vargas Llosa's *La guerra del fin del mundo*, Gabriel García Márquez's *El general en su laberinto*, Abel Pose's *Los perros del paraíso*, Carlos Fuentes' *La campaña*, among others. It will also explore the process of transforming a person's life in a novel. Conducted in Spanish.

For students who have completed Spanish 07 or equivalent. Omitted 2005-06.

57. Julio Cortázar. A comprehensive study of the style, originality, versatility and influence of the contemporary Argentine author. A representative sample of his works will be discussed in the context of Latin American and international literature. Special attention will be given to his short stories and collage-books like *La vuelta al día en ochenta mundos*, *Último round*, and *El libro de Manuel*. Conducted in Spanish.

For students who have completed Spanish 05 or equivalent. Omitted 2005-06.

58. The *Indigenista* Novel in Perú, Bolivia and Ecuador. Towards the 1920s, particularly in the Andean region, the Indian portrayed in the pages of the *indigenista* novel begins to symbolize a denunciation of, and violent protest against, the exploitation of which he himself is a victim in Latin American society. The course will discuss the following works: Alcides Arguedas' *Raza de bronce* (Bolivia), Jorge Icaza's *Huasipungo* (Ecuador), Ciro Alegría's *El mundo es ancho y ajeno*, José María Arguedas' *Los ríos profundos* and *El zorro de arriba y el zorro de abajo* (Perú), and Manuel Scorza's *Redoble por Rancas* (Perú).

For students who have completed Spanish 05 or equivalent. Omitted 2005-06.

77, 78D. Senior Departmental Honors. Two single courses.

First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

TEACHING

Students interested in teaching and education may achieve, during their four years at Amherst, state certification in Massachusetts for positions in secondary schools. Reciprocity agreements between Massachusetts and over 30 other states permit students certified in Massachusetts to qualify for public school positions across the country. Those who wish to obtain certification for public school teaching may—as an alternative to enrolling in a Masters program after graduation—draw upon our liaison with the Psychology and Education Department at Mount Holyoke College to complete the requirements for provisional certification during their undergraduate years. Acceptance into the Mount Holyoke program requires a formal application in the spring of the student's junior year.

Because the requirements for Massachusetts certification involve both coursework and a considerable number of hours engaged in classroom teaching, students interested in the possibility of a public school teaching career should consult with the education advisor in the Career Center and with the faculty advisor to the Program in Secondary School Teaching, Professor Barry O'Connell of the English Department, as early as possible in their time at Amherst. In addition to majoring in the subject area in which they seek certification, students will need the following courses, or their equivalents, in order to participate in the Mount Holyoke program. Many of these can be taken at Amherst; others in any of the Five Colleges. A few must be taken at Mount Holyoke (indicated by an *).

1. Introduction to Psychology
2. Adolescent Psychology
3. Educational Psychology
4. A course in multicultural education (at Amherst English 06 meets this requirement)
5. Differences in Learning (Educ. 234 at Mount Holyoke College, or with approval courses at Smith College or University of Massachusetts)
6. Observing and Assisting in Middle and Secondary Schools (Educ. 332j a January interterm course at Mount Holyoke College or TEAMS at University of Massachusetts among other possibilities)
7. Educ. 330* Process of Learning and Teaching in Middle and Secondary Schools
8. Teaching (Math, English, etc.) In Secondary School, an Amherst College special topics course taken in conjunction with the teaching internship
9. Educ. 331* Teaching Internship. This is a double course at Amherst College, to be taken in the spring semester of the senior year or during a ninth term at Mount Holyoke College.

Passage of the Massachusetts Educator Certification Test, is required of all participants in the Mount Holyoke College Program. Tests are administered four times each year in October, January, April and June. Application forms and test preparation materials are available at the Amherst College Career Center.

THEATER AND DANCE

Professors Dougan‡ and Woodson (Chair); Assistant Professor Mukasa; Senior Resident Artist Lobdell; Playwright-in-Residence Congdon; Visiting Lecturers Dowling and Sylla.

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‡On leave second semester 2005-06.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major Program. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design, acting, performance art and video. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater and Dance by the end of the sophomore year. Two of the three core courses are offered every semester in rotation. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance; two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: 75H or 76H and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis or expansion of the student's education in theater and dance.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the required courses and of the major series—Production Studio and Senior Project—represents satisfaction of the departmental comprehensive requirement. In addition, majors are required to attend departmental meetings and end-of-the-semester interviews each semester.

Departmental Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. An introduction to movement as a language and to dance and performance composition. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Two two-hour class/studio meetings and a two-hour production workshop per week. Selected readings and viewing of video and live performance.

Limited to 20 students. First semester. Professor Woodson.

12. Materials of Theater. An introduction to design, directing, and performance conducted in a combined discussion/workshop format. Students will be exposed to visual methods of interpreting a text. Early class discussions focus on a theoretical exploration of theater as an art form and seek to establish a vocabulary for and understanding of basic theatrical conventions, with readings from Aristotle through Robert Wilson. Students will spend the bulk of the semester testing these theories for themselves, ultimately designing their own performances for two plays. Two two-hour classes and two-hour production workshop included in this time.

Limited to 12 students. First semester. Professor Dougan.

13. Action and Character. This course examines what happens on stage (the action) and "how" that action happens (the character) from the points of view of the playwright and the actor. The course assumes that the creative processes of both the actor and the playwright are similar. Therefore, the students will write scenes and at least one short play, which will be rehearsed as homework for presentation in class. Students will be given a series of acting and playwriting exercises to develop craft and to reinforce their understanding of creative processes. Students will be assigned plays and certain critical texts to support their work in writing and acting.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based upon the instructor's attempt to achieve a suitable balance between first-year students and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 24 hours of the first meeting and a waiting list will be available. First and second semesters. Resident Artist Lobdell.

COURSES IN THE HISTORY, THEORY AND LITERATURE OF THEATER AND DANCE

21. Chekhov and His Theater. (Also Russian 30.) Anton Chekhov's reputation rests as much on his dramaturgy as on his fiction. His plays, whose staging by the Moscow Art Theater helped revolutionize Russian and world theater, endure in the modern repertoire. In this course, we will study his dramatic *oeuvre* in its cultural and historical context, drawing on the biographical and critical literature on Chekhov, printed and visual materials concerning the late nineteenth-century European theater, and the writings of figures like Constantin Stanislavsky, who developed a new acting method in response to Chekhov's art. We also will examine key moments in the production history of Chekhov's plays in Russian, English, and American theater and film.

Second semester. Playwright-in-Residence Congdon and Professor Ciepiela.

22. Appreciating Acting. This course is intended for those students with little or no background in acting who would like to develop an understanding of the actor's process and an ability to view acting critically. Students will be introduced to the actor's methods of reading and breaking down a script into beats. Students will view several productions of plays by Shakespeare, Chekhov, and Shaw on film and video, focusing upon the actors' choices within selected beats. Issues of relaxation, concentration, sensory imagination, and physical metaphor will be examined. Students will examine several performances by Marlon Brando, Alec Guinness, Maggie Smith, and Richard Burton to engage with aspects of character and range. Students will view films from the silent era, the 1930s, 1950s, 1970s and the 1990s to study how acting styles may shift. Students will write frequently in response to the films and plays they watch.

Omitted 2005-06. Resident Artist Lobdell.

23. World Theaters: Theories and Histories. An examination of selected performance forms—Japanese Noh and Butoh, Chinese opera, Balinese shadow puppetry and trance dance, and Yoruban ritual masked dance, among others. The course will describe common underlying performative impulses and disciplines while placing the widely divergent forms into their cultural contexts. Additionally, we will examine in detail several Western responses and/or assumptions about these other stages—for example, Antonin Artaud's impassioned responses to a viewing of Balinese dance; the relationship between Noh drama and W.B. Yeats' spare, poetic plays; and to reverse the flow, the influence of Mary Wigman's expressionistic dance upon Japanese artists developing Butoh.

Limited to 25 students. Omitted 2005-06. Resident Artist Lobdell.

24. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. This survey of late twentieth-century dance begins in the sixties—a decade of revolt and redefinition in American modern dance when expressions of nonconformity became a key theme for artists of the counterculture who struggled for self-definition in defiance of traditional social values. The socio-political environment of the sixties, particularly the Feminist Movement, provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic; and produced dance works that spoke of freedom, spontaneity, spirituality; experimentation, democratic participation and the liberation of the body. The post-modern perspectives that grew out of debates of the period about the nature of gender, ethnicity, and sexuality in turn yielded theories about the relationship between cultural forms and the construction of identities from a new generation of dancers, whose works emphasized dialogue and self-reflective critique. Presenting dance as an art form and embodied social practice, borrowing from spectacular vernaculars, and blurring the traditional boundaries of the modern and classical, these late-century renegades moved dance (as performance art and prime subject for cultural studies) from the margins to the mainstream.

Omitted 2005-06.

25. Drama and Society. Plays are not written in a vacuum. A playwright is surrounded by historical and social conditions which influence the choices she or he makes. A play may challenge aspects of its society or fulfill its traditions. Plays are also written to be produced. Rarely are they created solely for the purpose of being read. When we undertake the task of bringing living form to the words of a playwright, we confront our own historical and social conditions and the intersection between the play and what makes this play relevant and important to produce today. This course uses a broad survey of dramatic literature to examine the tension between when and how a play was written and what it can say today. Especially it explores how we see ourselves through looking at how we interpret these pieces. We will read works by Beckett, Brecht, Chekov, Euripides, Genet, Hansberry, O'Neill, Pirandello, Rivera, Shakespeare, Sherman, Sophocles, Treadwell and Wilson. We will examine production history, historical context, biographical information and theoretical considerations relating to a number of these plays. Additionally, we will view recent interpretations of some of these works.

First semester. Professor Mukasa.

27. The Changing Images of Blacks in Film. (Also Black Studies 18.) Images in film reflect our culture. We can learn a great deal about the social dynamics, power struggles, truths and manipulations in American culture by examining the changing images in film over time. Arguably the most important social dynamic in our country's history has been that of race relations, something seen most poignantly in the context of Black and White. By examining the changing images of Blacks in film, we can see that film is not a neutral reflection of "reality" but a way to represent and shape social reality to the advantage or disadvantage of those seeking social control and social liberation. As we survey films from history to our present, we will look at how images tell stories, how they need to be seen in context, and how dramatic structures reflect social constructs. In this class our journey will take us from the disturbing celebration of the Ku Klux Klan in D.W. Griffith's *The Birth of a Nation*, still considered by many to be one of our most important films, to the struggle of Black actors to move past Mammies and coons, from brave early attempts at independent Black filmmaking to the popularity and paradoxes of Blaxploitation; from "Super Sidney Poitier" to our modern era of Black characters reflecting hope and ambiguity. Examining the changing images of Blacks in film provides a fascinating look at the pain and promise of our attempts to use film to define and redefine ourselves as a nation.

Second semester. Professor Mukasa.

28. Contemporary American Drama. Playwriting is vital and alive in America today. Building upon the foundations of American Realism and European abstraction, modern American plays explore a wide range of human issues including family and the search for place; sex and sexuality; politics, social power and personal identity. In addition, there is an important strain of American playwriting that involves modern reinterpretations of ancient Greek classics. Many of the plays of the past 30 years represent what should be seen as a new genre: tragic comedy, where humor and serious dramatic issues are intertwined in a seamless and effective way. Focusing on plays by A. Wilson, Shepard, Congdon, Vogel, Kushner, Hwang, Parks, Fornes, Mamet, Dove, Iizuka, and Mee, we examine the stylistic and theoretical antecedents for this work and examine modern America culture through the lens of some if its most articulate theater artists. Supplemented by video excerpts, we explore how to analyze plays dramaturgically, identifying elements in a play that are not immediately visible to an untrained eye but that are essential to understanding a play's point and purpose.

Omitted 2005-06.

29. Topics in Theater and Dance. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructors of individual courses.

Omitted 2005-06.

COURSES IN THE ARTS OF THEATER AND DANCE

30H. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

WEST AFRICAN.
First semester. Visiting Lecturer Sylla.

MODERN III/IV.
First semester. Visiting Lecturer Dowling.

JAZZ II/III.
First semester. Visiting Lecturer Madsen.

MODERN/JAZZ IV/V.
Second semester. Instructor to be named.

MODERN I/II.
Second semester. Visiting Lecturer Dowling.

31. Playwriting I. A workshop in writing for the stage. The semester will begin with exercises that lead to the making of short plays and, by the end of the term, longer plays—ten minutes and up in length. Writing will be done in and out of class; students' work will be discussed in the workshop and in private conferences. At the end of the term, the student will submit a portfolio of revisions of all the exercises, including the revisions of all plays. (To be offered at the same time and in the same place as Theater and Dance 61.)

Not open to first-year students. Admission with consent of the instructor. Limited to 15 students. First semester. Playwright-in-Residence Congdon.

32. Writing for the Theater. A styles class in playwriting, which incorporates the reading of plays with the writing in-the-style-of exercises, exploring the technical and thematic elements of playwriting that individual writers, consciously or unconsciously, emphasize: character and motivation; lyricism and milieu; language and culture; landscape, languagescape and metaphysics; social satire and social commentary; theatricality and experimentation with form; politics and confrontation. Open to anyone interested in studying, in detail, the techniques of playwriting in the context of careful reading of plays for the technical methods by which individual playwrights enact their formal, political, and personal ideas.

Omitted 2005-06. Playwright-in-Residence Congdon.

33. From Idea to Performance. A theoretical and practical consideration of the process by which the performance-maker's initial idea is altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical productions.

Second semester. Professor Woodson.

34. Contemporary Dance Technique and Repertory. This course will include studio sessions in contemporary modern/jazz dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work.

First semester: Visiting Lecturer Dowling. Second semester: Instructor to be named.

35. Scripts and Scores. This course will provide structures and approaches for creating original choreography and performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance, theater, or performance art pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week and weekly lab/rehearsal sessions.

Limited to 12 students. Second semester. Professor Woodson.

36. Rehearsal. An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned exercises.

Requisite: Theater and Dance 13 or consent of the instructor. Limited to 16 students. Omitted 2005-06. Resident Artist Lobdell.

37. The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings per week.

Requisite: Theater and Dance 13. Limited to 16 students. First semester. Resident Artist Lobdell.

38. Acting Technique. Students in this class will rehearse scenes directed by students enrolled in Theater and Dance 45. In addition, students will meet with the instructor weekly for specific exercises based upon problems confronted in rehearsal.

Requisite: Theater and Dance 13. Limited to 20 students. Second semester. Resident Artist Lobdell.

41. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. First semester. Professor Dougan.

42. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. Second semester. Professor to be named.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. Lab work in costume construction. Omitted 2005-06. Professor Dougan.

44. Drawing for the Theater and Film.

Omitted 2005-06.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Studio presentation of three scenes.

Requisite: Theater and Dance 12 or 13. Limited to 10 students. Second semester. Professor Mukasa.

50. Video and Performance. This advanced production class will give students an opportunity to explore various relationships between live performance and video. Experiments will include creating short performance pieces and/or choreography specifically designed for the video medium; creating short pieces that include both live performance and projected video; and creating short experimental video pieces that emphasize a sense of motion in their conceptualization, and realization. Techniques and languages from dance and theater composition will be used to expand and inform approaches to video production and vice-versa. Sessions include studio practice (working with digital cameras and Final Cut Pro digital editing) and regular viewing and critiques. Students will work both independently and in collaborative teams according to interest and expertise.

Requisite: Previous experience in theater, dance, music composition, and/or video production or consent of the instructor. Limited to 10 students. Second semester. Professor Woodson. (Also Dance 353 at Smith College.)

STUDIO COURSES

61. Playwriting Studio. A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 31 or the equivalent. Admission with consent of the instructor. Limited to 10 students. Second semester. Playwright-in-Residence Congdon.

62. Performance Studio. An advanced course in the techniques of creating performance. Each student will create and rehearse a performance piece that develops and incorporates original choreography, text, music, sound and/or video. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and events will be presented in the Holden Theater. Can be taken more than once for credit.

Requisite: Theater and Dance 35 and consent of the instructor. First semester. Professor Woodson.

64. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43 or consent of the instructor. First semester: Professor Dougan. Second semester: Professor to be named.

65. Directing Studio. This is an advanced course in directing that emphasizes creating vital, interesting characters in the context of an active story and an evocative performance world. The approach in this class encompasses a wide range of directorial styles friendly to a spectrum from "straight theater" to "performance." It aims to reinforce the skills that you have and to help you develop and expand these skills more effectively. Students direct three scenes of varying length and do "perception labs," exploring the way theatrical presentation is received by viewers in an audience.

Requisite: Theater and Dance 45. Consent of the Chairperson must be obtained during the pre-registration period. First semester. Professor Mukasa.

75H. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of Professor Dougan. Not open to first-year students. First semester. The Department.

76H. Production Studio. Same description as Theater and Dance 75H.

Second semester. The Department.

77, 78. Senior Departmental Honors. For Honors candidates in Theater and Dance. Open to seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course. Admission with consent of the instructor. First and second semesters. The Department.

RELATED COURSE

Creating Musical Drama. See Music 18.

Omitted 2005-06.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Performance Studio, Video and Performance, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Please note: Five College Dance Course lists (specifying times, locations and new course updates) are available two weeks prior to pre-registration at the Theater and Dance Office in Webster Hall, individual campus dance departments and the Five College Dance Department office located at Hampshire College. The schedule is also online at www.fivecolleges.edu/dance.

An asterisk (*) after a section signifies that the class is open only to Five College Dance majors.

The Five College Dance Department Faculty. Professors Coleman, Freedman, Lowell, Nordstrom, Schwartz, Waltner and Woodson; Associate Professors Blum, Brown, C. Flachs, R. Flachs and Hill. Visiting Guest Artists Dowling, Davis, Kenney, Lipitz, Love, Madden, Raff, Sylla and Wolfzahn.

STUDIO TECHNIQUE

Participation in technique classes beyond level I is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit.

Ballet. Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

Ballet I.
First semester. To be offered at Mount Holyoke College (TBA), Smith College (TBA), and University of Massachusetts (Lipitz).

Ballet II.
First semester. To be offered at Smith College (TBA).
Second semester. To be offered at Mount Holyoke College (Madden).

Ballet II/IV.
Second semester. To be offered at the University of Massachusetts (Lipitz).

Ballet III.
First semester. To be offered at Mount Holyoke College (TBA), Smith College (TBA).*

Ballet III/V.
First semester: To be offered at University of Massachusetts (Lipitz).

Ballet IV.
Second semester. To be offered at Mount Holyoke College (Madden).

Ballet V.
First semester. To be offered at Smith College (TBA) and Mount Holyoke College (TBA).*

Ballet VI.
Second semester. To be offered at Smith College (TBA).

Ballet Pointe.
First semester. To be offered at Mount Holyoke College (Flachs).

Ballet Pointe/Variations.
First semester. To be offered at University of Massachusetts (Lipitz).

Jazz Dance. Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

Jazz Dance I.
First semester. To be offered at University of Massachusetts (Kenney) and Smith College (TBA).

Jazz Dance II.
First semester. To be offered at Mount Holyoke College (Gervais) and Smith College (TBA).
Second semester. To be offered at University of Massachusetts (Kenney).

Jazz II/III.
First semester. To be offered at Amherst College. See Contemporary Dance Techniques Theater and Dance 30H.

Jazz Dance III.
First semester. To be offered at the University of Massachusetts (Kenney) and Smith College (TBA).

Jazz Dance IV.
Second semester. To be offered at University of Massachusetts (Kenney).

Jazz Dance V.
First semester. To be offered at Smith College (Davis) and University of Massachusetts (Kenney).*

Jazz Dance VI.
Second semester. To be offered at Smith College (TBA) and University of Massachusetts (Kenney).

Jazz Hip/Hop.
Second semester. To be offered at Mount Holyoke College (Webber).

Modern Dance. Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, development efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

Modern Dance I.
First semester. To be offered at Hampshire College (TBA), Mount Holyoke College (Freedman), University of Massachusetts (Brown), and Smith College (TBA).

Modern Dance II.
Second semester. To be offered at University of Massachusetts (Brown), Hampshire College (Nordstrom), and Mount Holyoke College (TBA).

Modern Dance I/II. See Contemporary Dance Technique, Theater and Dance 30H.*
Second semester. To be offered at Amherst College (TBA).

Modern Dance III.
First semester. To be offered at Smith College (TBA) and University of Massachusetts (Brown).

Modern Dance III/IV. See Contemporary Dance Technique, Theater and Dance 30H.
First semester. To be offered at Amherst College (Dowling).
Second semester. To be offered at Hampshire College (Nicoli).

Modern Dance IV.
First and second semesters. To be offered at Mount Holyoke College (Coleman).

Modern IV Afro Fusion.
Second semester. To be offered at Smith College (Love).

Modern/Jazz IV/V.
Second semester. To be offered at Amherst College (TBA).

Modern Dance V.
First semester. To be offered at Smith College (TBA) and Hampshire College (TBA).

Modern VI.
Second semester. To be offered at Mount Holyoke College (TBA) and Smith College (TBA).

Modern Men's Dance.
Second semester. To be offered at the University of Massachusetts (Brown).

Repertory.
First semester. To be offered at Smith College (Davis).
First and second semesters. To be offered at Amherst College (see Theater and Dance 34).*

Tap I.
First semester. To be offered at Mount Holyoke College (Raff).

Tap III.
First semester. To be offered at Mount Holyoke College (Raff).

West African Dance.
First semester. To be offered at Amherst College (Middleton), Mount Holyoke College (Middleton), and Smith College (Love).
Second semester. To be offered at Smith College (Love).

THEORY

Theory courses are taken for full credit and generally include three class hours and two to three lab hours.

Rhythmic Analysis I.
First semester. To be offered at University of Massachusetts (Arslanian) and Mount Holyoke College (Jones).

Composition. Introductory through advanced study of elements of dance composition, including phrasing, space energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasized organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variations, text and spoken language, collage, structured improvisation, and others.

Composition I.
First semester. To be offered at Amherst College (Woodson, see Language of Movement, Theater and Dance 11), Hampshire College (Lowell), and University of Massachusetts Schwartz).*
Second semester. To be offered at Mount Holyoke College (Coleman), Smith College (Davis).*

Composition II.
First semester. To be offered at Smith College (Davis).
Second semester. To be offered at Amherst College (see Theater and Dance 35, Woodson) and the University of Massachusetts (Brown).*

Composition III.
First semester. To be offered at Amherst College (Woodson, see Performance Studio, Theater and Dance 62).
Second semester. To be offered at Amherst College (Woodson, see Video and Performance Studio, Theater and Dance 50) and Mount Holyoke College (Coleman).

Dance and Technology.
First semester. To be offered at Smith College (Blum).

Twentieth-Century Dance.
First semester. To be offered at University of Massachusetts (Hill).

Interpretation and Analysis of African Dance.
First semester. To be offered at Smith College (Love).

Jazz Modernism.
First semester. To be offered at Hampshire College (Hill-Edwards).

FIVE COLLEGE DANCE DEPARTMENT MISSION STATEMENT

The educational and artistic mission of the Five College Dance Department is to champion the imaginative, expressive powers of human movement. The curriculum emphasizes in-depth study of a broad spectrum of dance as an art form, including technical creative, historical, cultural and scientific perspectives. Students are encouraged to balance performance and creative studies with comprehensive understanding of the historical and cultural contexts of different dance traditions. They may shape their major studies in either traditional or interdisciplinary ways—reflecting the wide range of career options and new directions of the contemporary field.

WOMEN'S AND GENDER STUDIES

Professors Barale, Basu‡, Bumiller, Griffiths*, Hunt, and Olver (Chair); Associate Professor Saxton.

Women's and Gender Studies is an interdisciplinary and cross-cultural exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include Women's and Gender Studies 11 and 24, and one course in cross-cultural and/or diasporic studies. Students should consult with their advisors to determine which courses fulfill this requirement. The remaining electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses that address issues of women and/or gender as part of their concern may be counted toward the major only if approved by the Women's and Gender Studies department. All senior majors will satisfy the comprehensive exam by reading a common text to be announced in the fall and writing an essay to be read by the department and discussed in a colloquium of Women's and Gender Studies seniors and faculty in the spring term.

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*On leave 2005-06.
‡On leave second semester 2005-06.

Department Honors Program. In addition to the courses required for the major, students accepted as honors candidates will elect either Women's and Gender Studies 77D and 78 or 77 and 78D, depending on which option better accommodates the disciplines involved in the thesis project.

01. Reading Gender, Reading Race. (Also Black Studies 19.) See Black Studies 19.
Omitted 2005-06.

05. The Dao of Sex: Sexuality in China, Past and Present. (Also Asian 28.) See Asian 28.
Second semester. Professor Zamperini.

10. Witches, Vampires and Other Monsters. (Also Fine Arts 92, section 02.) See Fine Arts 92.
Omitted 2005-06. Professor Staller.

11. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include women and social change; male and female sexualities including homosexualities; the uses and limits of biology in explaining human gender differences; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; women, men and globalization; and gender and warfare.
First semester. Professor Hunt.

13. Fashion Matters: Clothes, Bodies and Consumption in East Asia. (Also Asian 29.) See Asian 29.
Second semester. Professor Zamperini.

14. Medea: Metamorphoses of a Myth. (Also European Studies 26.) See European Studies 26.
Omitted 2005-06. Professor Rogowski.

16. To Paint Their Lives. (Also Asian 17.) See Asian 17.
Omitted 2005-06.

20. Topics in the History of Sex, Gender, and the Family. (Also History 74.) See History 74.
Limited to 15 students. Omitted 2005-06. Professor Hunt.

24. Gender Labor. In this course we will explore the intimate relations of gender and labor: both the necessary labor of genders' production as well as the gendered organization of labor itself. In general the course will use gender to focus on contemporary concerns in the American workplace—class, ethnicity, sexuality, and race—but will also make critical comparisons with developments in other nations. The biological labor of reproduction and its intersection with the labor of production will necessarily be a constant concern in our discussions. We shall have to become familiar with certain terms: glass ceiling, glass escalator, mommy-track, affirmative action, child care, sexual harassment, welfare to workfare. We certainly might want to ask what constitutes work? But we also might need to wonder if work is done for love, is it still work?
Second semester. Professors Barale and Olver.

28. Reading Popular Culture. (Also English 13.) See English 13.
Omitted 2005-06.

31. Sexuality and Culture. An examination of the social and artistic construction of genders, bodies, and desires. In any given semester, the course may examine particular historical periods, ethnic groups, sexual orientation and theoretical approaches. The topic changes from year to year.

Textualities: This semester the focus of the course will be early-to-mid-twentieth-century Lesbian writing, some of it quite experimental and some of it not at all. Our concerns will emerge out of that very difference. What do form and style allow or deny? How does a narrative of the sexual shape its telling? In what ways have literary style and political agenda been bedfellows? As a seminar, this course will use novels and critical readings. Students will be expected to make a seminar presentation and to write three essays, the final one of length.

Preference to juniors and seniors who have taken one course in either Women's and Gender Studies or English. Not open to first-year students. Limited to 15 students. Omitted 2005-06. Professor Barale.

32. Human Rights Activism. (Also Political Science 24.) This course is intended to give students a sense of the challenges and satisfactions involved in the practice of human rights work as well as a critical sense of how the discourses calling it forth developed and continue to evolve. We intend to provide specific historical and cultural context to selected areas in which human rights abuses of women and men have occurred, and to explore how differing traditions facilitate and inhibit activism within these areas. The semester will begin by exploring the historical growth of human rights discourse in Europe and the United States, culminating in the emergence of the post-World War II Universal Declaration. We will then turn to the proliferation of these discourses since the 1970s, including the growing importance of non-governmental organizations, many of them internationally based, the use of human rights discourse by a wide range of groups, and expanding meanings of human rights including new conceptions of women's human rights. The third part of the course will explore criticisms of human rights discourses, particularly the charge that for all their claims to universalism, these discourses reflect the values of European Enlightenment traditions which are inimical to conceptions of rights and justice that are grounded in culture and religion. Throughout the course, rights' workers will discuss their own experiences, abroad and in the U.S., and reflect on the relationship between their work and formal human rights discourse.

First semester. Professors Basu and Saxton.

36. Arguing about Gender. This course offers students an opportunity to develop their analytic and writing skills. We will be reading and writing arguments from the humanities and the social and natural sciences that have bearing on gender. Although the various disciplines may differently understand what constitutes evidence, it may also be the case that disciplinary arguments share some fundamental shapes. This semester our readings will focus specifically on the following topics: gendered bodies; gendered behaviors; gendered representations.

Admission with consent of the instructor. Limited to 25 students. Omitted 2005-06. Professors Barale and Olver.

39. Women in Judaism. (Also Religion 39.) See Religion 39.

Omitted 2005-06. Professor Niditch.

40. Women of Color: Witnesses to American History. (Also History 40 and Black Studies 55.) Students will read court records, fiction, memoirs, history, letters and poetry to reconstruct how Native American and African American women experienced and witnessed history. We will study the economic, political, and social conditions impinging on these women. The figures we will study will include Sojourner Truth, Ida B. Wells, Elaine Brown, Mary Jemison and Sarah Winnemucca. Through the lens of individual feeling and perception, we will look at a selection of significant historical events including the advent of slavery, the Seven Years War, the Second Great Awakening, Indian Removal, Reconstruction, the subjugation of the Plains Indians, Progressivism, and the Civil Rights movement.

Omitted 2005-06. Professor Saxton.

44. Women's Activism in Global Perspective. Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps *the* most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Omitted 2005-06. Professor Basu.

53. Representing Domestic Violence. (Also Political Science 53.) This course is concerned with literary, political and legal representations of domestic violence and the relations between them. We question how domestic violence challenges the normative cultural definitions of home as safe or love as enabling. This course will consider how these representations of domestic violence disrupt the boundaries between private and public, love and cruelty, victim and oppressor. In order to better understand the gaps and links between representation and experience, theory and praxis, students as part of the work for this course will hold internships (three hours per week) at a variety of area agencies and organizations that respond to situations of domestic violence.

Limited to 25 students. First semester. Professors Bumiller and Sánchez-Eppler.

56. Women and Islamic Constructions of Gender. (Also Religion 56.) See Religion 56.

Second semester. Professor Elias.

57. Studies in Nineteenth-Century American Literature. (Also Black Studies 19.) See Black Studies 19.

Omitted 2005-06.

62. Women in the Middle East. (Also History 62 and Asian 63.) See History 62.

Omitted 2005-06. Professor Ringer.

63. Women's History, America: 1607-1865. (Also History 45.) See History 45.

Omitted 2005-06. Professor Saxton.

65. States of Poverty. (Also Political Science 65.) See Political Science 65.

Second semester. Professor Bumiller.

66. Church, Family and Culture in Nineteenth-Century America. (Also History 48.) See History 48.

Omitted 2005-06. Professor Saxton.

67. Women and Politics in Twentieth-Century America. (Also History 47.) See History 47.
Second semester. Professor Saxton.

68. Globalization, Social Movements and Human Rights. (Also Political Science 68.) See Political Science 68.
Omitted 2005-06. Professor Basu.

69. Flowers in the Mirror: Writing Women in Chinese Literature. (Also Asian 67.)
Omitted 2005-06.

77, 78, 78D. Senior Departmental Honors. Open to senior majors in Women's and Gender Studies who have received departmental approval.
First and second semesters.

97, 98. Special Topics. Independent Reading Courses.
First and second semesters.

RELATED COURSES

Women and the Law in Cross-Cultural Perspective. See Bruss Seminar 26.
Second semester. Professor Hunt.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 08.
Omitted 2005-06.

The Evolution of Human Nature. See Biology 14.
First semester. Professor Zimmerman.

Sex Role Socialization. See Psychology 40.
Second semester. Professor Olver.

The Family. See Sociology 21.
Second semester. Professor to be named.

Crossing Literary Genres: Spanish American Women's Writings. See Spanish 46.
Omitted 2005-06. Senior Lecturer Otaño-Benítez.

FIVE COLLEGE FACULTY COURSE OFFERINGS

Below are listed courses taught by faculty holding Five College joint appointments. But these courses are only a few of those available through the Five College Student Interchange. (Through the Interchange students at any one of the five campuses may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus advisor, meet any course requisites, and determine that space is available.) For more complete course information, consult the online course catalog at http://www.fivecolleges.edu/fcolcc.html/.

FIVE COLLEGE SUPERVISED INDEPENDENT LANGUAGE PROGRAM, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Dari, Modern Greek, Hungarian, Indonesian, Norwegian, Persian, Romanian, Serbo-Croatian, Slovak, Thai, Turkish, Turkmen, Twi, Urdu, Yoruba, Vietnamese, and Wolof. For further information, including information on registration, consult the website (http://www.umass.edu/fclang).

FIVE COLLEGE MENTORED LANGUAGE PROGRAM, Five College Center for the Study of World Languages, University of Massachusetts (under the Five College Program). Elementary, intermediate and advanced courses are currently offered in the following languages: Modern Standard Arabic, colloquial Arabic (dialects are offered in rotation), Hindi, and Swahili. For further information, including information on registration and prerequisites, consult the website (http://www.umass.edu/fclang).

African Studies

CATHARINE NEWBURY, Professor of Government (at Smith College in the Five College Program).

Politics 398. The Rwanda Genocide in Comparative Perspective. In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone.

First semester. Mount Holyoke College.

Professor Newbury will be on sabbatical second semester.

American Studies

NITASHA SHARMA, Visiting Assistant Professor of American Studies (at Amherst College in the Five College Program).

American Studies 28. Hapa Issues: Asian Americans of Mixed Racial Descent. See American Studies 28.

First semester. Amherst College.

Anthr 216-01. Cracking the Color Lines: Asian American and Black Relations in the United States. This course examines the causes and consequences of Black and Asian cooperation and conflict in the U.S. Through an anthropological and cultural studies lens, we will thematically and chronologically cover the following topics: interactions between Filipinos and Blacks in the 1700s, Black Nationalism's impact on the Asian American Movement, Asian/Black marriages, the 1992 Los Angeles Riots, and the presence of Asian Americans in hip hop. A focus on inter-minority relations disrupts a Black/White binary of American race relations and we will also analyze *collective* cultural and political youth expressions to reveal the presence of contemporary inter-minority alliances. MW 11 a.m.-12:15 p.m.

First semester. Mount Holyoke College.

Second semester courses to be announced.

Arabic

MOHAMMED MOSSA JIYAD, Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing. MWF 1:15-2:05 p.m.
First semester. Mount Holyoke College.

Arabic 100F. Elementary Arabic I. Same description as Asian 130f. MWF 10-11 a.m.
First semester. Smith College.

Arabic 230F. Intermediate Arabic I. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. MW 2:30-4 p.m. F 2:30-3:30 p.m.
First semester. Mount Holyoke College.

Asian 130S. Elementary Arabic II. Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.
Second semester. Mount Holyoke College.

Arabic 100S. Elementary Arabic II. Same description as Asian 130S.
Second semester. Smith College.

Arabic 230S. Intermediate Arabic II. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.
Second semester. Mount Holyoke College.

Asian/Pacific/American Studies

RICHARD CHU, Assistant Professor of History (at the University of Massachusetts in the Five College Program).

Race, Empire, and Transnationalism: Chinese Diasporic Communities in the World. How does a study of the Chinese diasporic communities in Southeast Asia and the United States help us understand the questions of ethnic identity formation, construction, and negotiation? Moreover, how does the study of their history and experiences force us to rethink the concepts of "China" and "Chinese-ness"? These are the main questions that we seek to answer in this introductory course to the history of the Chinese diaspora. We will begin by looking into some of the historiographical issues in Chinese

Studies as to what constitutes "China" and "Chineseness," then we will take a look into the history of selected Chinese diasporic communities in the world, specifically those in Southeast Asia, North America, and Australia. All throughout the course we will examine how these diasporic people and their families manipulated and continue to manipulate attempts by dominant groups to control their bodies and resources. Other questions to be discussed are: What caused these people to move? How do they understand their own identities? What forms of discrimination do they experience? Themes to be included are ethnicity, race, empire, gender, nationalism, transnationalism, and globalization.
First semester. Smith College.

History 297P. "Empire," "Race," and the Philippines: Indigenous Peoples and the Spanish, U.S. and Japanese Imperial Projects. Is the United States an "empire?" Today, U.S. political, military, and economic involvement in many parts of the world such as Iraq and Haiti makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. presence in the Pacific, particularly in the Philippine Islands, during the first half of the twentieth-century, and by comparing it with that of two other imperial powers that also colonized the Philippines—Spain and Japan. We will also investigate how indigenous peoples negotiated, manipulated, resisted, or thwarted attempts by colonial and post-colonial dominant groups to control their minds, bodies, resources, especially through racial and gendered classifications. Themes to be discussed include religion, ethnicity, gender, imperialism, colonialism, orientalism, post-colonialism, neo-colonialism, and nationalism. Requirements: a midterm and a final exam, occasional quizzes, and an individual or group research project.
First semester. University of Massachusetts.

Pacific Empires of the 19th and 20th Centuries and the A/P/A Communities: The Race to World Dominance and the Domination of Race. How does a study of "empire" help us understand the history of migration? This course seeks to examine this question by focusing on the Pacific empires of the 19th and 20th centuries in order to help us better understand the diasporic movement of Asian-Pacific Islanders to the United States. This course will therefore focus on the Chinese, Japanese, Spanish, American, and British empires in the Asia-Pacific region, and will include a general overview of the A/P/A communities impacted by their general projects. Themes to be discussed include imperialism, racism, gender, colonialism, neo-colonialism, globalization, and migration.
Second semester. Hampshire College.

Another course to be announced.
Second semester. University of Massachusetts.

Dance

CONSTANCE VALIS HILL, Visiting Associate Professor of Dance (at Hampshire College in the Five College Program).

Dance 171. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. This survey of late twentieth century dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic—the radical postmodernism of the nineties, when the body continued to be the site for debates about the nature of gender, ethnicity and sexuality. We will investigate how the political and social environment of the sixties—particularly the Black Power/Black Arts Movement and Women's Movement—informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities. TTh 11 a.m.-12:30 p.m.

First semester. University of Massachusetts.

Dada and Surrealist Vision. Instructors: Karen Koehler, Architectural History; Eva Reuschman, Cultural Studies; Constance Valis Hill, Dance. M 6:30-9:30 p.m.

First semester. Hampshire College.

Jazz Tap Dancing America: History and Practice. Embellishing upon Ralph Ellison's astute remark that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of American expressive culture, particularly jazz and tap dance forms. We will learn about how jazz, as an American vernacular musical form with a distinct African heritage, made its cross-disciplinary mark in the literary, visual, and performing arts; and was (literally) instrumental in shaping a distinctly modern line and modernist aesthetic. We will specifically focus on the relationship between jazz music and dance, looking not only at corporeal embodiments of the Blues, Swing, Bebop, and Rhythm-and-Blues, but also how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attach, speed, weight, and phrasing of twentieth-century American dance forms.

Second semester. Smith College.

Three Millennium Choreographers. This course focuses on three contemporary choreographers—Trisha Brown, Bill T. Jones, and Rennie Harris—whose body of works and aesthetic of dancemaking have catapulted American dance into the 21st century. While each artist represents a distinct style and tradition of modern dance (Brown, sixties proto-feminist experimentalism that juxtaposes the visual and verbal; Jones, radical postmodernism that challenges representations of race and gender; Harris, new jazz that translates hip-hop onto the concert stage), altogether, they have inspired a fresh group of cutting-edge millennial dance artists who insist on speaking to a new generation. This course coincides with the 2006 Trisha Brown residency and Brown's resetting of Set/Reset in the Five College Dance Department.

Second semester. Hampshire College.

English

JANE DEGENHARDT, Assistant Professor of English (at University of Massachusetts in the Five College Program).

Courses to be announced.

Film/Video

JENNY PERLIN, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program).

FS 210. Production Workshop/Moving Image. This course offers an introductory exploration into the moving image as an art form outside of the conventions of the film and television industries. This class will cover technical and aesthetic aspects of video production and will also offer a theoretical and historical context in which to think about independent cinema and video art.

Satisfies Humanities I-A requirement; One meeting (3 hours) and one screening (3 hours); a lab fee may be charged; 4 credits. Class: Thurs, 9 a.m.-noon; screening Wed 7-9 p.m.

Limited to 12 students. First semester. Mount Holyoke College.

COMM 393B. Intermediate Video Art Production. Lecture, Studio. This intermediate video production course combines the history and theories of video art and/or documentary filmmaking with pre-production, production, and post-production technical training. Through in-class critiques, screenings, readings, and discussion, students will explore the aesthetics and practice of the moving image while developing their own original projects.

Enrollment by application only. Limited to 10 students with consent of the instructor. For details and application forms, contact the UMASS Film Studies office, 129 Herter Annex, (413) 545-3659, film@hfa.umass.edu. Students cannot add this course through SPIRE. First semester. University of Massachusetts.

BABA HILLMAN, Assistant Professor of Video/Film Production (at Hampshire College in the Five College Program).

FLS282. The Body and Space: Re-inventing the Narrative. This is an advanced video production/theory course for students interested in exploring a wide range of approaches to experimental narrative. We will investigate narrative structure through a study of films and videos that question and challenge constructions based on literary and painterly models. In particular, we will consider the determining role of the body and space within visual narrative structure. We will also explore the theories and practice of editing narrative through analysis of editing structures and through individual and collaborative editing exercises. Students will complete a series of narrative projects. The course will include workshops in lighting, sound and advanced editing techniques. Screenings will include works by Nagisa Oshima, Wong Kar Wai, Apichatpong Weerasethakul, Arturo Ripstein, Chantal Akerman, and Catherine Breillat among others. Readings by Giulana Bruno, Hélène Cixous, and Gilles Deleuze. W 1-4 p.m. Screening Th 7-9 p.m.

Requisite: FLS 280 or consent of the instructor. Limited to 13 students. Priority given to Smith College Film Studies minors and Five College Film Studies majors. First semester. Smith College.

HACU 255. Architectonics of the Body and Urban Space: "Bodies are like cities, their temporal coordinates transformed into spatial ones..." (Celeste Olalquiaga). This is an advanced interdisciplinary film production and theory class that explores movement, image, text and space in the context of relationships between the body in motion and the visual kinetics and social organization of urban space. Students will complete individual and group projects based on experimentation with a range of aesthetic, conceptual and experiential possibilities in installation, performance and film. The class will explore relationships between biological and architectural bodies and will consider a range of performative and cinematic representations of the city as a utopian or dystopic space. The class will study installations and films by Gerhard Richter, Pipilotti Rist, Marguerite Duras, Chantal Akerman, and Peter Greenaway and readings from Guy Debord, Celeste Olalquiaga, Walter Benjamin and the Critical Art Ensemble. A $50 lab fee entitles students to use camera and recording equipment, transfer and editing facilities, plus video and computer production and post-production equipment. Students must purchase their own film and animation supplies and pay their own processing fees.

Required screenings and workshops sometimes occur in the evening. FPB classroom T 12:30-3:20, FPB classroom T 7-9 screening.

Admission with consent of the instructor. First semester. Hampshire College.

Professor Hillman will be on sabbatical second semester.

Geosciences

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

GEO 105. Dynamic Earth. Mountain building and plate tectonics; landscapes and the underlying rocks and structures; earth history; the role of earthquakes, volcanoes, coastlines, rivers, glaciers, and wind; natural hazards; survey of resources of water, energy, and minerals. Students needing or wanting a laboratory component may register for GEO-SCI 131.

First semester. University of Massachusetts.

GEO 515. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Requisite: Analytical Geochemistry or consent of the instructor. First semester. University of Massachusetts.

International Relations

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

SS 2XX. Political Writing And Communication. This course is intended for students who seek an intensive experience in political research, writing, and communication. The goal of the course is to enhance students' ability to analyze critical social, political, and economic issues of the day and to communicate positions on such issues to the wider public. Students who enroll in the course will be expected to study a particular contested issue in considerable depth and to write a research memorandum on this topic during the first third of the semester. Students will then draw on this memorandum to produce a variety of written and oral presentations, including a magazine article, several newspaper commentaries, and a mock statement to Congress (or radio interview). These products will be given considerable feedback by the instructor and possibly discussed in class. Students who enroll in the course should be prepared to do considerable writing and to prepare several drafts of each item submitted.

Admission with consent of the instructor. Limited to 14 students. First semester. Hampshire College.

IR 241. Global Resource Politics. An intensive examination of the international politics surrounding disputes over the ownership, extraction, and utilization of vital natural resources, including fresh water, petroleum, arable land, timber, minerals, and oceanic fisheries. The course will assess the growing pressures being brought to bear on the world's resource base, including population growth, globalization, unsustainable consumption, and climate change. It will also examine the various ways (war, adjudication, conservation, innovation) in which various actors (states, regional and international organizations, multinational corporations, warlords, civil society groups, and so on) are responding to contemporary resource disputes. Each student will select a particular resource

problem or dispute to study in considerable depth and prepare a research paper and oral presentation on that topic.
First semester. Mount Holyoke College.

Professor Klare will be on sabbatical second semester.

JON WESTERN, Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program).

IR 319f. U.S. Foreign Policy, Human Rights and Democracy. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. This course fulfills the requirement for advanced seminar in Political Science.
First semester. Mount Holyoke College.

American Hegemony and International Security in the 21st Century. This course explores how decisions and strategic positioning by the United States will influence the global security climate in the coming decades. It begins with a broad overview of the global security environment and the nature and sources of American power. We will explore multiple conceptions of American power and examine the role of American exceptionalism and liberal ideals as a basis of American hegemony. The course will then critically examine the effects of American power as it relates to traditional sources of international security and conflict and likely trends in WMD proliferation, terrorism, economic development, environmental degradation, resource scarcity, demographic stress, and global public health. Previous course work in world politics is required.
First semester. Smith College.

IR 270. American Foreign Policy. This course examines the ideological and institutional evolution of American foreign policy over the past two centuries. The course provides an extensive historical overview of American foreign policy and diplomatic history and pays particular attention to the relationship between interests and values in the conduct of American foreign policy. As a country with great power, the United States often determines, sometimes inadvertently, the outcome of some of those hostilities. Indeed, as a country with great power, the United States often precipitates those hostilities. A close examination of those core values will allow us to predict better the policy choices and options of the United States in the future.
Second semester. Mount Holyoke College.

Political Science 62. U.S. Foreign Policy, Human Rights and Democracy. See Political Science 62.
Second semester. Amherst College.

Italian

ELIZABETH H. D. MAZZOCCO, Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program).

Professor Mazzocco will be on sabbatical this year.

Russian/East European/ Eurasian Studies

SERGEY GLEBOV, Assistant Professor of History (at Smith College in the Five College Program).

Russian 20. Introduction to the Peoples and Cultures of Eurasia. See Russian 20.
Second semester. Amherst College.

HST239 (L). Russia and Its Cultural Frontiers. Empire and Nations, 1552-1914. The goal of this course is to introduce students to the emergence, development, and dissolution of one of the last great multinational empires in the world. The course will focus on those aspects of Russia history that are relevant to our understanding of the role of nationalities, as well as on those aspects of state, society, and culture that shed light on the interaction between the imperial center/centers and periphery/peripheries. Although the course follows the traditional periodization of Russian history, our approach will be on the varieties of imperial experiences rather than on a single narrative of Russian state and society. At the same time, we will explore how the Russian Empire as a whole dealt with pressures of modernization and how the boundary between Russia and the West was constructed and maintained.
First semester. Smith College.

247(C). Aspects of Russian History: Affirmative Action Empire: Soviet Experiences of Managing Diversity. How the Communist rulers of the Soviet Union mobilized national identities to maintain control over the diverse populations of the USSR. World War I and the Revolution of 1917 opened a window of opportunities for the nationalities of the former Russian Empire. Soviet policies of creating, developing, and supporting national identities among diverse Soviet ethnic groups in light of collectivization, industrialization, expansion of education, and Stalin's Terror. How World War II and post-war reconstruction became formative experiences for today's post-Soviet nations.
Second semester. Smith College.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. An African course is defined as one the content of which is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate, integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an historical perspective;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (art, folklore, history, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than three courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than three relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available at www.fivecolleges.edu/sites/african/ or from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 2005-06 the Amherst certificate program advisor is Professor Rowland Abiodun of the Departments of Fine Arts and Black Studies.

FIVE COLLEGE CERTIFICATE IN CULTURE, HEALTH, AND SCIENCE

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisors on each campus, students choose a sequence of courses available within the five colleges and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective.

To receive the certificate students take seven courses (earning a B or better in each course) distributed across the following categories:

1. Overviews of Biocultural Approaches;
2. Mechanisms of Disease Transmission;
3. Population, Health, and Disease;
4. Healers and Treatment;
5. Ethics and Philosophy;
6. Research Design and Analysis.

A comprehensive list of certificate requirements is available online at http://www-unix.oit.umass.edu/~culhs/chs.html. For 2005-06, the Amherst faculty advisor will be Professor Christopher Dole.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm or from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.) During the first semester 2005-06, the Amherst faculty advisors will be Professors Ronald Tiersky, William Taubman, and Javier Corrales.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Five College Council.

Faculty advisors will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at Five Colleges Inc.) During 2005-06 the Amherst faculty advisor will be Professor Javier Corrales. For more information, consult the Latin American Studies Website at www.fivecolleges.edu/sites/latinamericanstudies/.

FIVE COLLEGE CERTIFICATE IN LOGIC

The Five College Certificate in Logic brings together aspects of logic from different disciplines within the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The Certificate offers an opportunity for students to pursue an interest in logic as a complement to their majors.

To earn the Five College Certificate in Logic, a student must take six courses in logic from any of the Five Colleges. No more than four courses can be counted towards the Certificate from any single one of the above disciplines. At least two courses must be taken at an advanced level (300 or above at University of Massachusetts, 210 or above at Smith College, 300 or above at Hampshire College or Mount Holyoke College, 25 or above at Amherst College). And at least one course must expose students to the basic meta-theory of first-order logic and to Gödel's Incompleteness Theorems. Students must receive grades of at least "B" in each course counting towards the Certificate.

The logic courses offered at the five institutions occasionally overlap. To insure that every Certificate student chooses wisely, each course of study must be approved by the coordinating committee for the Logic Certificate (which comprises one representative from each participating institution). Please see Professor Alexander George (Philosophy) or Professor Daniel J. Velleman (Computer Science and Mathematics) for further information.

For a list of courses fulfilling certificate requirements, consult the Logic Website at www.fivecolleges.edu/sites/logic/.

VI

PROFESSORSHIPS AND READERSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT

Professorships and Readerships

Winifred L. Arms Professorship in the Arts and Humanities. Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Professorship is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

Beitzel Professorship in Technology and Society. Established in 1999 by George B. Beitzel '50, this professorship recognizes distinction in the arts and sciences, particularly in the use of technology to enhance undergraduate learning. The Beitzel Professor at Amherst College will have a vision of interfacing man and machine in a way that fuses computer, networking, fiberoptic, or future electronic technologies with the values of the academy, the ideals of a liberal education and the goals of an enlightened society.

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this professorship honors the memory of his son, Parmly Billings 1884.

Brian E. Boyle Professorship in Mathematics and Computer Science. Established in 1998 by Brian E. Boyle '69, this professorship recognizes exceptional teaching and research in the Mathematics and Computer Science Department or its successor department. The Boyle Professorship is held by a senior member of the faculty who has appreciation for the role of technology in teaching and who has demonstrated a dedication to the values of a liberal arts education.

Elizabeth W. Bruss Readership. Established in 1982, in memory of Elizabeth Bruss, The Bruss Reader is a member of the faculty appointed by the President and the Dean of the Faculty to a three-year term that rotates among the various academic disciplines at Amherst integrating material about women into the curriculum. The Bruss Reader will also serve as a resource person for colleagues, bringing new information regarding women to their attention.

Class of 1880 Professorship in Greek. Given to the College by all living members of the Class at its 50th reunion in 1930.

Class of 1959 Professorship. Established by the Class of 1959 on the occasion of its 40th reunion to honor a distinguished faculty member, in one of the traditional disciplines, with a deep commitment to students and to their habits of mind.

Henry Steele Commager Professorship. Established in 1991 by Wyatt R. Haskell '61, Jonathan P. Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey Professorship in Chemistry. Established in 1952 by bequest of George H. Corey 1888.

G. Armour Craig Professorship in Language and Literature. Established in 1994 by an anonymous donor, this professorship honors G. Armour Craig, Professor of English 1940-1985 and Acting President 1983-1984.

William Nelson Cromwell Professorship in Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm Sullivan & Cromwell.

George Lyman Crosby Professorship in Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship in Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship in Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman Professorship in Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44.

Five College Fortieth Anniversary Professorships. Established in the spring of 2005, the Five College Fortieth Anniversary Professorships commemorate four decades of cooperation (1965-2005) among the members of the Five College Consortium. The professorships honor Five College faculty members for distinguished careers as scholars and teachers.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in memory of Mr. Folger's mother.

Emily C. Jordan Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1879 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis Professorship in the Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of Chemistry and 15th President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, in honor of Samuel Green, also pastor of Union Church.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Boston merchant Samuel A. Hitchcock of Brimfield and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King Professorship in Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King '03, President 1932-46, emeritus 1946-51.

Alfred Sargent Lee '41 and Mary Farley Ames Lee Professorship. Established in 2000 by Alfred Sargent Lee '41 and Mary Farley Ames Lee to recognize a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Lewis-Sebring Professorship in Latin American and Latino Culture. Established in 2001 by the Lewis-Sebring Family Foundation on behalf of Charles A. Lewis '64 and Penny Bender Sebring, this professorship promotes the study of the culture, language, politics, history or art of Latin America or Latino America. The professorship honors a member of the faculty whose teaching and scholarship focus on Latin America or the contributions of Latino America to the intellectual and cultural life of the United States.

Rufus Tyler Lincoln Professorship in Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Jonathan R. Longley Professorship. Established in 2001, the Jonathan R. Longley '74 Professorship recognizes a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Manwell Family Professorship in Life Sciences. Established in 2000 by Edward J. Manwell '25, this professorship is held by a faculty member who has shown dedication to the life of the College and distinction in teaching and research.

Massachusetts Professorship in Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy Professorship. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, and Honorary Chairman 1969-1989, to support visiting scholars who teach courses in American institutions and international relations.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill Professorship in Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first president of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow Professorship. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931, to endow a professorship in political science or American history.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship in Greek and Sculpture. Established in 1891 by bequest of John C. Newton, a Worcester mason and building contractor.

Edward N. Ney Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics and Social Institutions. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Olin Professorship in Asian Studies. Established in 1998 by the Spencer T. and Ann W. Olin Foundation to support a faculty member who advances students' understanding and appreciation of Asian art, economics, history, languages, politics, society or cultures.

James E. Ostendarp Professorship. Established in 1990 by former students, friends, and colleagues to honor (football) Coach Ostendarp on the occasion of a dinner in his honor held in New York City to show their appreciation for his keen interest in all aspects of the Amherst experience and his commitment to the development of the Amherst student within the ideals of a liberal arts education.

Domenic J. Paino Professorship in Global Environmental Studies. Established in 1997 by Birgitta and Domenic J. Paino '55, this professorship reflects the donors' interest in issues affecting the entire world and their commitment to the study of the interconnectedness of nations.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

Thomas F. Pick Readership in Environmental Studies. Established in 1999, this readership will support individuals who are dedicated to teaching, studying or researching in an area of environmental studies. The Pick Reader is a member of the faculty appointed by the President and the Dean of the Faculty to coordinate studies and to organize events relating to environmental studies across existing disciplines and departments. The Pick Reader will serve as a campus resource person in environmental studies.

Peter R. Pouncey Professorship. Established in 1995 by an anonymous donor in honor of Peter R. Pouncey, President 1984-1994 and Professor of Classics 1984-1999.

E. Dwight Salmon Professorship in History. Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman 1986-92, and emeritus 1992-2001, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Willem Schupf Professorship in Asian Languages and Civilizations. Established in 1994 by H. Axel Schupf '57, Trustee 1993-2005, in memory of his father, to confirm the College's commitment to studying the East.

Winthrop H. Smith Professorship. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61, to fund a professorship in American history and American studies.

Bertrand Snell Professorship in American Government. Established in 1951 by bequest of Bertrand H. Snell 1894.

Stone Professorship in Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Thalheimer Professorship. Established in 1998 by the family of Louis B. Thalheimer '66, who served as a Trustee of the College from 1992-1998, and his daughter, Deborah E. Thalheimer '94, this professorship recognizes distinction in teaching and is intended to honor a scholar-teacher who has a strong interest in and commitment to undergraduates.

Willard Long Thorp Professorship in Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

Richard S. Volpert Professorship in Economics. Established in 2000 by Barry S. Volpert '81 and Teri C. Volpert in honor of Richard S. Volpert '56, this professorship supports a faculty member in the Department of Economics who has shown distinction in teaching and research concerning free market economics and dedication to the life of the College.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

The John William Ward Professorship. Established in 2003 by a member of the Board of Trustees, the John William Ward Professorship recognizes a senior faculty member at Amherst College who is an accomplished scholar and teacher who has served the College community with distinction on a key committee or in an administrative post. The Ward Professor will be selected by the President and the Dean of the Faculty and appointed by the Board of Trustees.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, by his three sons, all Amherst alumni.

L. Stanton Williams Professorship. Established in 1990 by L. Stanton Williams '41 to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society.

Samuel Williston Professorship in English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship in Greek and Hebrew. Established in 1869. Formerly known as Graves Professorship of Greek Language and Literature.

Winkley Professorship in History and Political Economy. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

Henry Ward Beecher Lectureship. Established by Frank L. Babbott 1878 in honor of Henry Ward Beecher 1834. The incumbent is appointed biennially by the faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

Copeland Colloquium Fund. Established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lectureship. Established in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used to bring to campus well-known guest speakers who focus on topical issues.

Samuel B. Cummings Lectureship. Established in 1997 by bequest of Samuel B. Cummings, this fund is to be used for an annual or biannual lecture in one of the academic fields of anthropology, archaeology, psychology, and/or sociology.

Joseph Epstein Lecture Fund in Philosophy. Established in 1987 by members of the Department of Philosophy to sponsor philosophical talks and discussions at Amherst. The fund honors Professor Joseph Epstein, who for 35 years taught Amherst students philosophy, especially logic, philosophy of science, and American pragmatism.

Filatov Memorial Lecture Fund. The Vadim Filatov, M.D., 1986 Memorial Lecture Fund, established in 2004 by Dmitry Dinces '86 and other Amherst classmates and friends of Vadim Filatov, is a permanently endowed fund at Amherst College providing support for the Amherst Center for Russian Culture.

Clyde Fitch Fund. Established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch 1886. This fund is used for the furtherance of the study of English literature and dramatic art and literature.

Forry and Micken Fund in Philosophy and Science. Established in 1983 by Carol Micken and John I. Forry '66 to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

John Whitney Hall Lecture Fund. Established in 1994 by Betty Bolce Hall to honor her husband. Income is to be used to initiate and maintain the John Whitney Hall '39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than 30 years he worked to develop Japanese studies in American colleges and universities.

Charles H. Houston Forum. Established in 1980 by Gorham L. Cross, Jr. '52 to honor Charles H. Houston '15. The income from this fund brings lecturers on law and social justice to Amherst.

Victor S. Johnson Lectureship Fund. Established in memory of Victor S. Johnson (1882-1943) by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lectureship's purpose of serving the best tradition of the liberal arts and individual freedom."

Corliss Lamont Lectureship for a Peaceful World. Established in 1982 by Corliss Lamont '57, this fund supports lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

Max and Etta Lazerowitz Lectureship. Established in 1985 by the late Professor Morris Lazerowitz of Smith College to honor his parents, this fund provides for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College faculty below the rank of full professor.

Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39 to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research and to fund the Everett H. Pryde Research Award, given annually to an Amherst senior.

Rapaport Lectureship in Contemporary Art Fund. The Rapaport Lectureship in Contemporary Art Fund, established in 1999, provides support for an annual lecture on some aspect of contemporary art. The goal of the Rapaport Lectureship is to increase awareness and appreciation of contemporary art among students and in the community.

George William and Kate Ellis Reynolds Fund. Established in 1929 by Rev. George W. Reynolds 1877 and his wife to fund lectureships on topics of Christianity, science, and American democracy.

John Woodruff Simpson Lectureship. Established in memory of John Woodruff Simpson 1871 by his wife and daughter, to fund fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

Tagliabue Fund. Established in 1991 by Paul and Chandler Tagliabue to honor their son Andrew, who graduated in 1991. The fund supports the Asian Languages and Civilizations Department at Amherst College and funds lectures by social scientists on Asian issues.

Willis D. Wood Fund. Established in memory of Willis D. Wood 1894 to fund visiting scholars and lecturers to "talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

President: Professor Natasha Staller
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 2005

Class of 2006

Sarang Gopalakrishnan
Kathryn E. Hamlin
Matthew W. Mo
Peter F. Molk

Class of 2005

Matthew Jason Botsch
Keith McEwan Boynton
Joseph Arthur Caissie
Allison Marie Campbell
Winn Trevett Cashion
Joshua Seth Cherney
Alfred Joseph Chianese III
Emily Rebecca Eisen
Michael Hardin Fedor
Herrick Nadine Fisher
Crystal Aurora Fogg
Katelyn Lauren Gamson
Nathaniel Lyon Green
Hana Grobel
Christine Lepicier Hagan
Clota Elizabeth Heazel
Emily Megan Kahn
Brian John Kelly
Naomi Elizabeth Kirk-Lawlor
Evan Aron Klavon
Graham Edward Leach-Krouse
Albert Chuh-Kai Lee
Nathaniel Aaron Mahlberg
Nadia Lares Marx
Gabriel Mattera
Megan McDonald Walsh
Jennifer Margaret Morash
Douglas Moore Norton
Indrani Saran
Laura Anne Schuyler
Jeffrey Ford Skiles
Randall David Souza
Mrigaya Subramanian
Zachary Harris Sugarman
Ashley Kimiko Sugiyama
Michael Kimball Valentine
Jiovani Miranda Visaya
Nicholas Michael White
Karen Elizabeth Zawisza
Xin Zheng

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one if its purposes, the Society gives recognition of those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor Mark D. Marshall
Secretary-Treasurer: Professor Stephen A. George

Full Membership 2005

Tanya L. Leise

Associate Membership, Class of 2005

Emily Pabarue Bennett
Allison Marie Campbell
Winn T. Cashion
Yoona A. Chung
Morgan Clark
Leslie Jane Curren
Sarah Jane Davis
Gregory S. Dibelius
Rachel Eliades Dunham
Meltem Duran
Michael Gulliver Erkkinen
Emily Lynn Foran
Eva M. Gladek
Nora Elizabeth Forbes Gray
Christine Lepicier Hagan
Cynthia Kendall Hahn
Tristan P. Hedrick
Rachel Janna Holt
Rachel Lee King
Naomi Elizabeth Kirk-Lawlor
Albert Chuh-Kai Lee
Elinor Lee
Brian Jaakko Finnbjörn Lyons
Michelle Colleen McCreary
Matthew Bensen McFeely
Alison Christina Rodriguez
Indrani Saran
Kathryn Cushing Shaw
Nathan David Stern
Jiovani Miranda Visaya
Aaron Wendell Wallman
Lisa Margaret Wallmark
Matthew A. Wechter
Chun Kevin Yang
Lindsey Michelle Young
Xin Zheng

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are based on merit and need (except for the Kellogg and Rosenblum) and are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is in mid-November and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Hideo Higuchi, representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the first-year and second-year level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Interested applicants should contact the Office of Fellowships for more information. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher '41 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

Seth E. Frank '55 Fellowship. Established in 1997 by Seth E. Frank '55, the income from this fund is to be used annually for post-graduate work by a graduate of Amherst College. The fellowship is to be awarded to a graduate who has demonstrated exceptional ability, interest, and achievement in the area of International Relations. The fellowship is not limited to graduate study but may be awarded for other endeavors which are international in scope.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the senior Class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from the fund, established by the late Rufus B. Kellogg 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal. This fellowship is based solely on merit.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay 1893 and Mrs. Lay, in memory of their son Edward Poole Lay '22, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter '19, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Lloyd I. Rosenblum Memorial Fellowship. Established in 1997 for his son, Peter M. Rosenblum '70, and other family members, the fellowship is to be awarded annually to a graduate of Amherst College embarking on his or her first year of graduate studies in the fields of botany and biology. Each beneficiary should be a person who demonstrated significant promise in the relevant fields of study as an undergraduate at Amherst College. The fellowship is to be awarded solely on the basis of merit and without regard to race, sex, religion, gender, or nationality.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg '11, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

> **The University of Dijon Assistantship.** This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.
>
> **Exchange Fellowship, Ecole Normale Supérieure in Paris.** This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Jose Francisco Abad '03, *John Woodruff Simpson Fellow* in Medicine. University of Massachusetts Medical School.

Carl David Angiolillo '04, *Amherst Memorial Fellow* in Human Computer Interaction. Carnegie Mellon University.

Holly Donovan Barnard '01, *John Woodruff Simpson Fellow* in Clinical Child Psychology. University of Denver.

David Alan Beckman '99, *Amherst Memorial Fellow* in English. Princeton University.

Kristin Heather Berger '03, *John Woodruff Simpson Fellow* in Law. Northwestern University School of Law.

Sara Bozorg '03, *John Woodruff Simpson Fellow* in Medicine. University of Rochester School of Medicine.

Ella Brians '01E, *Sterling P. Lamprecht Fellow* in Philosophy. New School University.

Nicholas George Busch '95, *John Woodruff Simpson Fellow* in Education. Boston University.

Melissa Kipper Byrnes '00, *Forris Jewett Moore Fellow* in History. Georgetown University.

Eleanor D. Carter '97, *John Woodruff Simpson Fellow* in Anthroplogy. University of California, Los Angeles.

Noah David Charney '02, *Forris Jewett Moore Fellow* in Ecology. School not known.

Jennifer Hyunjun Chung '97, *Evan Carroll Commager Fellow* in Comparative Education. Oxford University.

Christopher Michael Conley '02, *John Woodruff Simpson Fellow* in Medicine. Columbia University.

Daniel Alexander Contreras '96, *Amherst Memorial Fellow* in Anthropological Sciences. Stanford University.

Jacob Mawney Cooper '02, *Edward Poole Lay Fellow* in Music Composition. Yale School of Music.

Lucia Cucu '05, *John Woodruff Simpson Fellow* in Law. Cornell Law School.

Amanda Wynne Dasch '97, *Forris Jewett Moore Fellow* in Biogeochemistry. University of Michigan.

Katherine Ariela Deutsch '04, *Evan Carroll Commager Fellow* in Literature. University of Cambridge.

Sachin Dhawan '05E, *John Woodruff Simpson Fellow* in Law/History. School not known.

Rocio Ines Digón Rodriguez '03, *John Woodruff Simpson Fellow* in Law. Yale University.

Michael Andrew Doss '03, *John Woodruff Simpson Fellow* in Law. Georgetown University.

John Redmond Downey, Jr. '03, *John Woodruff Simpson Fellow* in Medicine and Public Health. Stanford University School of Medicine.

James Robert Drabick '02, *John Woodruff Simpson Fellow* in Law. Georgetown University.

Katherine DuCharme Duke '05, *Evan Carroll Commager Fellow* in Creative Writing. Lancaster University.

Emily Rebecca Eisen '05, *George A. Plimpton Fellow* in Musicology and Performance. Oxford University.

Sarah Beth Fascitelli '99, *Seth E. Frank '55 Fellow* in International Affairs. Columbia University.

Sondra Danielle Fein '00, *Amherst Memorial Fellow* in Architecture. Harvard Graduate School of Design.

Rebecca Lynn Feldman '97, *John Mason Clarke 1877 Fellow in Paleontology and Geology* (Coastal Environmental Management). Duke University.

Travis Matthew Foster '99, *Amherst Memorial Fellow* in English Literature. University of Wisconsin.

Adriana Rodica Fotino '00, *Amherst Memorial Fellow* in International Relations. The Johns Hopkins School of Advanced International Studies.

Cara Emily Frankel '97, *Amherst Memorial Fellow* in Clinical Child Psychology. Yeshiva University.

Amanda Mae Fretts '04E, *Amherst Memorial Fellow* in Social Epidemiology. University of Washington.

Emily Anne Frey '04, *Edward Poole Lay Fellow* in Musicology. School not known.

Jesscia Dawn Frisch '98, *John Woodruff Simpson Fellow* in Veterinary Medicine. St. George's University.

Kyle Royce Fruh '02, *Sterling P. Lamprecht Fellow* in Philosophy. University of Colorado, Boulder.

Antara Ganguli '01, *Seth E. Frank '55 Fellow* in International Studies. The Johns Hopkins School of Advanced International Studies.

Jocelyn Marie Goode '03, *Amherst Memorial Fellow* in Painting. San Francisco Art Institute.

Vaughn Thomas Gray '00, *John Woodruff Simpson Fellow* in Medicine. Cornell University, Weill College of Medicine.

Joshu Lang Harris '01, *John Woodruff Simpson Fellow* in Law. Georgetown University.

Suzanne Mosely Hasselle-Newcombe '00, Evan *Carroll Commager Fellow* in History. University of Cambridge.

Jonathan Henry Hassid '02, *John Woodruff Simpson Fellow* in Political Science. University of California, Berkeley.

Katherine Corrigan Haver '01, *John Woodruff Simpson Fellow* in International Law and Human Rights. Columbia University.

Mary Cora Hoeffel '02, *Amherst Memorial Fellow* in Creative Writing. Temple University.

Jedediah Noah Horwitt '01, *John Woodruff Simpson Fellow* in International Health and Biostatisctics. Boston University School of Public Health.

Robert Adam Jenkins '00, *John Woodruff Simpson Fellow* in Medicine. School not known.

Alicia C.M. Kahn '98, *John Mason Clarke 1877 Fellow in Paleontology and Geology* (Micropaleontology/Oceanography). Rutgers University.

Crystal Louise Kahn '04, *Amherst Memorial Fellow* in Computer Science. Brown University.

Kristin Aviva Nelson Kane '97, *Edward Poole Lay Fellow* in Music: Historical Performance. Cornell University.

Stacey Elizabeth Kennard '03, *Sterling P. Lamprecht Fellow* and *Forris Jewett Moore Fellow* in Philosophy. Yale University.

Scott Joseph Kerns '01, *Roland Wood Fellow* in Theater. Independent Study.

Alyson Jeanne Kiesel '98, *Amherst Memorial Fellow* in English and American Literature. New York University.

Rachel Lee King '05, *John Woodruff Simpson Fellow* in Dentistry. State University of New York, Stony Brook.

Garret Richard Kinsey '03, *Amherst Memorial Fellow* in English Language and Literature. University of Edinburgh.

Amelia Michelle Klein '00, *Rufus B. Kellogg University Fellow* in English and American Literature. Harvard University.

Valerie E Klein '98, *Amherst Memorial Fellow* in Mathematics Education. University of Pennsylvania.

Matthew Paul Langione '05, *Evan Carroll Commager Fellow* in English. University of Cambridge.

Serena L Laws '01, *John Woodruff Simpson Fellow* in Political Science. University of Minnesota.

Graham Edward Leach-Krouse '05, *Forris Jewett Moore Fellow* in Philosophy. The University of Notre Dame.

Steven Sunwoo Lee '01E, *Amherst Memorial Fellow* in Modern Thought and Literature. Stanford University.

Joshua Alan Levy '03, *Benjamin Goodall Symon Jr. Fellow and George Stebbins Moses Fellow* in Religious Studies. Harvard Divinity School.

Marina Libel '01, *Roland Wood Fellow* in Theater and Dance. Independent Study.

Shin-Yi Lin '00, *Forris Jewett Moore Fellow* in Molecular Biology. Princeton University.

Tal Liron '03, *Amherst Memorial Fellow* in Anthropology. The University of Chicago.

Kelly Anne Lockmer '93E, *Amherst Memorial Fellow* in English. State University of New York, Albany.

James Richard Lowery '01, *Roswell Dwight Hitchcock Memorial Fellow* in Economics. Carnegie Mellon University.

Bradley David Lucas '03, *Forris Jewett Moore Fellow* in Philosophy. Tufts University.

Sarah Kim Luthy '03, *John Woodruff Simpson Fellow* in Pre-Medical Studies. Bryn Mawr College.

Jannah Vanessa Manansala '03, *John Woodruff Simpson Fellow* in Law. University of Califonia, Davis School of Law.

Jun Yamanokuchi Matsui '03, *John Woodruff Simpson Fellow* in Medicine. The University of Chicago.

Margaret Ann McKeon '05, *Forris Jewett Moore Fellow* in Environmental Engineering. University of California, Berkeley.

Katherine Nettie Messer '02, *Amherst Memorial Fellow* in Education. Columbia University Teachers College.

Eavan Siobhann Miles-Mason '97, *Amherst Memorial Fellow* in School Psychology. Fordham Graduate School of Education.

Christian Scheurer Miller '03, *Evan Carroll Commager Fellow* in Economic and Social History. University of Cambridge.

Joy Miller '02, *John Woodruff Simpson Fellow* in Law. School not known.

Andrew Daniel Moin '05, *John Woodruff Simpson Fellow* in Law. Harvard University.

Pedro Elias Morales '02, *Amherst Memorial Fellow* in Education. Bank Street College of Education.

Rachel Eve Nisselson '00, *John Woodruff Simpson Fellow* in French. Vanderbilt University.

Jennifer Marie O'Connor '00, *Amherst Memorial Fellow* in Higher Education. Boston College.

Melanie Okadigwe '99, *Amherst Memorial Fellow* in Education. Bank Street College of Education.

Sarah Farrell O'Keefe '02, *Amherst Memorial Fellow* in Art History. Tufts University.

Vanessa Ann Olivier '01, *John Woodruff Simpson Fellow* in Law. Boston College.

Marianna Teresa Osorio '97, *John Woodruff Simpson Fellow* in International Affairs. Georgetown University.

Diana Pang '02, *John Woodruff Simpson Fellow* in Medicine. University of Illinois, Chicago.

Julian Morgan Petrin '05, *Charles B. Rugg Fellow and C. Scott Porter Memorial Fellow* in Law. Columbia Law School.

Jonathan William Powers '97, *John Woodruff Simpson Fellow* in Architecture. McGill University.

Tanya Qadir '00, *John Woodruff Simpson Fellow* in Public Policy. George Washington University.

Nathaniel Issac Reden '05, *Forris Jewett Moore Fellow* in Physics. Brandeis University.

Enid Yvette Rivera-Troche '03, *John Woodruff Simpson Fellow* in Medicine. Duke University.

Yulia A Rog '03, *John Woodruff Simpson Fellow* in European and Russian Studies. Yale University.

Stephen Merrill Ruckman '01, *George Stebbins Moses Fellow* in Law and Ethics. Yale Law School and Yale Divinity School.

Josh James Sadlier '03, *George Stebbins Moses Fellow* in Religion. Harvard Divinity School.

Alexis Nichole Salas '00, *John Woodruff Simpson Fellow* in Art History. The University of Chicago.

Laura Lisa Sandoval '03, *John Woodruff Simpson Fellow* in Law. Columbia Law School.

John Joseph Santos '01, *John Woodruff Simpson Fellow* in Medicine. University of Massachusetts Medical School.

Anna Evangeline Savage '04, *Lloyd I. Rosenblum Memorial Fellow* in Ecology and Evolutionary Biology. Cornell University.

Matthew Timothy Sawyer '94, *John Woodruff Simpson Fellow* in Education. Columbia University.

Cristina Maria Septien '01, *Roland Wood Fellow* in Theater and Dance. Independent Study.

Joshua Lane Shapiro '01, *Charles B. Rugg Fellow* in Law. Emory University School of Law.

George Clayton Shaw '02, *John Woodruff Simpson Fellow* in Medicine. School not known.

Adrienne J Showler '05, *John Woodruff Simpson Fellow* in Medicine. School not known.

Margaret Hadley Smart '02, *Edward Poole Lay Fellow* in Ethnomusicology. University of California, Berkeley.

Billye Raushanah Smith '01, *John Woodruff Simpson Fellow* in Africana Studies. Cornell University.

Jason Smucny '04, *John Woodruff Simpson Fellow* in Neuroscience. Yale University.

Andrew Jeffrey Spadafora '04, *Forris Jewett Moore Fellow* in History. Harvard University.

William Bono Starr '05, *Forris Jewett Moore Fellow* in Philosophy. Rutgers University.

Isaiah Lee Tanenbaum '05, *Roland Wood Fellow* in Acting. Independent Study.

Charlotte Meredith Preston Taylor '01, *John Woodruff Simpson Fellow* in International Affairs. Tufts University.

Garon Taylor-Tyree '03, *Roland Wood Fellow* in Playwriting. Independent Study.

Jes Peter Therkelsen '02, *Roland Wood Fellow* in Film and Media Arts. American University.

Jonathan Michael Tisdell '02, *John Woodruff Simpson Fellow* in Medicine. University of Massachusetts Medical School.

Goran Tkalec '98, *George Stebbins Moses Fellowship* in Religion. Brown University.

Anh Tu Tran '98, *John Woodruff Simpson Fellow* in Medicine. University of Massachusetts Medical School.

George Tsan Tsai '02, *Forris Jewett Moore Fellow* in Philosophy. University of California, Berkeley.

Evangelos Tsesmelidakis '01, *John Woodruff Simpson Fellow* in Business Administration. Dartmouth College.

Penelope Van Tuyl '03, *John Woodruff Simpson Fellow* in Law. University of California, Berkeley.

Tamara Hilary Venit '00, *Forris Jewett Moore Fellow* in History. Stanford University.

Matthew Daniel Walker '95, *Forris Jewett Moore Fellow* in Philosophy. Yale University.

Beatriz Jean Wallace '04, *Amherst Memorial Fellow* in Photojournalism. University of Missouri.

Joanne Jane Wang '04, *Amherst Memorial Fellow* in Social Sciences. The University of Chicago.

Laís Sirlene da Rosa Washington '01, *John Woodruff Simpson Fellow* in Law. New York University School of Law.

Matthew John Weber '02, *John Woodruff Simpson Fellow* in Cognitive Neuroscience. Princeton University.

Jonathan Creed Wemette '05, *Edward Poole Lay Fellow* in Playwriting/Dramaturgy. Independent Study, The Guthrie Theater, Minnesota.

Nicholas Michael White '05, *Amherst Memorial Fellow* in Slavic Languages and Literature. Harvard University.

Eric Kenneth Wubbels '01, *Edward Poole Lay Fellow* in Music Composition. Columbia University.

Arthur Wei Yan '00, *John Woodruff Simpson Fellow* in Medicine. Tufts University School of Medicine.

Shormeh Odofoley Yeboah '03, *John Woodruff Simpson Fellow* in Medicine. Vanderbilt University School of Medicine.

Ryan Yeung '04, *John Woodruff Simpson Fellow* in Public Policy. New York University.

Zachary Powell Yorke '03, *Amherst Memorial Fellow* in Painting/Time Based Media. University of Pennsylvania.

Karen Elizabeth Zawisza '05, *Warner Gardner Fletcher Fellow* in Education. Harvard University.

NATIONAL FELLOWS AND SCHOLARS

Herrick Fisher '05, *Keasbey Scholar.*
Christine Hagan '05, *Churchill Scholar.*
Miranda Kim '06, *Goldwater Scholar.*
Ellen Leffler '06, *Goldwater Scholar.*
Gabriel Mattera '05, *Keasbey Scholar.*
Joseph Rachiele '05E, *Watson Fellow.*
Laura Schlosnagle '05, *Fulbright Teaching Assistantship,* Germany.

AMHERST-DOSHISHA FELLOW

Hanna Grobel '05 Amherst House, Doshisha University, Kyoto.

Prizes and Awards

AMERICAN STUDIES

The Doshisha American Studies Prize, a gift from Amherst House, Doshisha University, is awarded for the American studies honors thesis judged by the Department of American Studies as most likely to stimulate interest in and understanding of America overseas, with a view toward possible publication in Japan.

Ashley Austin Glover '05.

The George Rogers Taylor Prize is awarded to the student who, in the opinion of the American Studies Department, shows the most promise for creative and scholarly work in American Studies.

Not awarded 2004-05.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36, is awarded for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.

Matthew Paul Langione '05.

ANTHROPOLOGY/SOCIOLOGY

The Donald S. Pitkin Prize in Anthropology-Sociology, established in honor of the founder of that department on the occasion of his retirement, is given to that student whose honors thesis best exemplifies the humane values to which Professor Pitkin committed his research and teaching.

Rebecca Jane Stein '05.

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize from the income of a gift from Amherst House, Doshisha University, is awarded for the best undergraduate honors thesis pertaining to Asia.

Divided between Joshua Brisbin Skiles '05 and Erin Kimiko Tanaka '05.

ASTRONOMY

The Porter Prize, established by the late Eleazer Porter of Hadley, is awarded for proficiency in first-year astronomy.

Virginia Chidsey Hulick '06.

ATHLETICS

The Manstein Family Award given by Carl H. '72, Mark E. '74 and Joanne L. Manstein '83, is presented to the outstanding senior varsity athlete who intends to pursue a career in medicine or a medical field. The prize is awarded by the Health Professions Committee.

Thierry Pauyo '05.

BIOLOGY

The James R. Elster Award for research in biology was created in memory of James R. Elster '71, by his parents, Dr. and Mrs. Samuel K. Elster. This fund has been established for the purpose of providing support in the summer months for a research project to be undertaken by an undergraduate in the Department of Biology.

Divided between Allison Rebecca Schroder '06 and Kipp Andrew Weiskopf '07.

The Sawyer Prize is awarded to that second-semester sophomore who, in the opinion of the Biology Department, has shown the most promise as a student of biology.

Elizabeth Susannah Kuperberg '07.

The Oscar E. Schotté Award is given to that member of the graduating class who, in the opinion of the department, has done the best independent work in biology.

Allison Marie Campbell '05.

The Oscar E. Schotté Scholarship Prize is awarded to a member of the junior or senior class majoring in science to enable completion of a special project during the summer.

Divided between Eva Marianna Gladek '05 and Kathryn Cushing Shaw '05.

The William C. Young Prize, established in memory of William C. Young '21, is awarded to a talented student from the Biology Department to undertake a summer course, a specialized program at an advanced school or institute, a summer field program or research at a specialized laboratory.

John Lian '06.

BIOLOGY AND GEOLOGY

The Harvey Blodgett Scholarship, established by Frederick H. Blodgett in memory of his grandfather, Harvey Blodgett of the Class of 1829, is awarded to aid student work in biology and geology in their educational phases as distinct from their more technical and strictly scientific phases.

combined with

The Phi Delta Theta Scholarship, established by the Phi Delta Theta Fraternity, is awarded as a scholarship at the Woods Hole Marine Laboratory to a student for proficiency in biology.

Chelsea Leigh Leven '06E.

BLACK STUDIES

The Edward Jones Prize is given in honor of the College's first black alumnus. It is awarded by the Black Studies Department to a graduating senior for the best honors thesis which addresses a present or future issue of concern to black people in Africa and the Diaspora.

Max Louis Rettig '05.

CHEMISTRY

The Howard Waters Doughty Prize is awarded to that member of the senior class who, in the opinion of the Chemistry Department, has prepared the best honors thesis.

Christine Lepicier Hagan '05.

The Frank Fowler Dow Prize, established by Fayette B. Dow in memory of his father, is awarded to a senior preparing to enter medical school and whose undergraduate work indicates a career of distinction in medicine.

Jiovani Miranda Visaya '05.

The Everett H. Pryde Research Award is presented annually to a senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.
Christine Lepicier Hagan '05.

The White Prize is awarded by the Chemistry Department to that chemistry major in the junior class who seems most likely to benefit from a summer' research experience at Amherst. It consists of a summer fellowship.

combined with

The David R. Belevetz '54 Memorial Fund Award in Chemistry was established by family and friends of David R. Belevetz and is awarded to support the work of an Amherst student engaged in preparing a senior honors thesis, as determined by the Chemistry Department Faculty.
Divided among Katharine Keith Duncan '06, Narae Ko '06, and Debanti Sengupta '06.

CLASSICS

The Anthony and Anastasia Nicolaides Award, established by Cleanthes Anthony Nicolaides '68, in honor of his parents and in testimony of their belief in the goodness of science, is awarded to the senior who presents the best thesis on the topic of Greek science and mathematics from Homeric times to 1453 A.D.
Not awarded 2004-05.

COMPUTER CENTER

The Computer Center Prize is awarded for outstanding contributions in the application of the computer to a broad range of academic disciplines, and for generous help to many students and faculty at the Computer Center.
Devindra Alvin Hardawar '05.

COMPUTER SCIENCE

The Computer Science Prize is awarded to a senior who has completed an honors thesis and who, in the opinion of the Department of Mathematics and Computer Science, has achieved the best performance in the study of computer science. The award is based on the thesis and overall achievement in computer science.
Brian Jaakko Finnbjörn Lyons '05.

ECONOMICS

The Bernstein Prize, funded by a gift from the Bernstein family in honor of the work their son, Jeffrey '91, did at Amherst College, is awarded to the senior who has done particularly outstanding honors work in economics.
Matthew Jason Botsch '05.

The Economics Department Junior Class Prize, awarded to that member of the junior class who, in the opinion of the Economics Department, has achieved a record of excellence in the study of economics at Amherst College.
Divided between Rachel Lake Hoerger '06 and Peter Frederick Molk '06.

The Hamilton Prize, established by his former students in memory of Professor Walton Hale Hamilton, distinguished member of the Department of Economics from 1915 to 1923, is awarded to that student other than a senior who ranks highest in the introductory economics course.

Divided between Garrett Michael Smith '07 and John Nelson Armideo '08.

The James R. Nelson Memorial Award and The James R. Nelson Prize were established from the income of a fund established by former students, colleagues and friends to encourage and recognize the scholarly and humane qualities that Professor Nelson exemplified and sought to foster in his students.

The James R. Nelson Memorial Award is presented to that senior who, in the opinion of the Economics Department, has achieved excellence in the study of economics while pursuing a broad liberal education.

Joseph Arthur Caissie '05.

The James R. Nelson Prize is awarded to the senior who, in the opinion of the Economics Department, has written a distinguished honors thesis that applies economic analysis to an important question of public policy.

Divided among Emily Megan Kahn '05E, Douglas Moore Norton '05, and Zachary Harris Sugarman '05.

ENGLISH

The Academy of American Poets Prize is awarded annually for the best poem or group of poems, preferably on nature, submitted by an undergraduate.

Megan McDonald-Walsh '05.

The Armstrong Prize, established in part by Collin Armstrong of the Class of 1877 in memory of his mother, Miriam Collin Armstrong, is awarded to members of the freshman class who excel in composition.

Katherine Lauren Walter Chen '08.

The Collin Armstrong Poetry Prize, established in part by Mrs. Elizabeth H. Armstrong, is awarded to the undergraduate author of the best original poem or group of poems.

Divided between Elizabeth Maria Galoozis '05 and Jesse Dylan McCarthy '06.

The Elizabeth Bruss Prize is presented to that senior English major who in the judgment of the English Department best represents those qualities of breadth and imagination exemplified by Elizabeth Bruss.

Divided between Michael Thomas Hogan '05 and Monica Elizabeth Westin '05.

The Corbin Prize, established by the estate of William Lee Corbin of the Class of 1896, is awarded for an outstanding original composition in the form of poetry or an informal essay.

Evan Aron Klavon '05.

The G. Armour Craig Award for Prose Composition is awarded to that junior or senior who writes the best autobiographical essay on an experience of intellectual discovery.

Adeline Krista Oka '06.

The Peter Burnett Howe Prize for excellence in prose fiction was established by a gift from Robert B. Howe '30 in memory of his son Peter Burnett Howe '60.

Jennifer Ann Salcido '05.

The Rolfe Humphries Poetry Prize is presented to that senior who has achieved the greatest sense of poetic form in his or her undergraduate writing. The award is made on the basis of three submissions to the English Department in

the applicant's senior year and may include writing produced during the undergraduate years.
Evan Aron Klavon '05.

The Harry Richmond Hunter Jr. Prize, established in memory of Harry Richmond Hunter Jr. '29, by his parents, is awarded to that member of the sophomore class who presents the best essay on a topic approved by the English Department.
Divided between Meghan Lianne Kemp-Gee '07 and Jacob Max Rosen '07.

The James Charlton Knox Prize was established by the friends of Jim Knox '70, to honor his memory and recognize his abiding interest in English literature. It is given to the outstanding English student who demonstrates the greatest integration of scholarship, interest and creativity in the study of English.
Nicholas Michael White '05.

The MacArthur-Leithauser Travel Award, from the income of a gift by the MacArthur Foundation to the College in 1985 at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85, is given annually by the English Department to a sophomore or junior of creative promise who might most benefit from exposure to a foreign landscape, for the purpose of enabling the student to travel outside the continental United States.
Sarang Gopalakrishnan '06.

The Ralph Waldo Rice Prize, established by Mrs. Mary Rice Jenkins in memory of her brother of the Class of 1910, is awarded for the best essay on "The Liberal College and Christian Citizenship" or any subject named by the faculty.
Divided among Evan Aron Klavon '05, Megan McDonald-Walsh '05, and David Miguel Molina '05.

The Laura Ayres Snyder Poetry Prize, endowed by a gift from Jeffrey F. Snyder '60, in honor of his daughter, Laura Ayres Snyder '89, is awarded to a member of the junior class and is intended to subsidize a student-poet during the summer between his or her junior and senior years. The judges of the prize are one faculty member each from the Departments of English, Philosophy, and Physics in even numbered years and English, History, and Biology in odd numbered years.
Sarang Gopalakrishnan '06.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36 for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.
See American Studies.

FINE ARTS

The Associates of Fine Arts of Amherst College Summer Fellowships in the History of Art and in the Practice of Art are intended to encourage and support proposals for programs of summer study in fine arts. Students may propose participation in an established summer program or may present proposals for individual study without restriction as to state or country. Proposals are invited from any fine arts major with at least one semester left at Amherst after the completion of the fellowship.
The Associates of Fine Arts Summer Fellowships in the History of Art: Sara Kathleen Spink '06 and Scott Kemmer Niichel '06.
The Associates of Fine Arts Summer Fellowships in the Practice of Art: Not awarded in 2004-05.

The Hasse Prize, established in memory of Adrian H. Hasse '43, is awarded for the best submitted work having a human figure as a theme.
Tracy Colli Montigny '05.

The Anna Baker Heap Prize, established by Arnold N. Heap of the Class of 1873, is awarded to that senior who submits the best essay in the field of "Art."
Nadia Lares Marx '05.

The Athanasios Demetrios Skouras Prize, given in memory of Mr. Skouras of the Class of 1936, who died in 1943 in Athens as a result of Nazi reprisal killings, is awarded to a student who, in the opinion of the Fine Arts Department, has created an outstanding work of art.
Divided between Courtney Lawrence Davies '05 and
Gabrielle Monserrate Ferrer '05.

The Wise Fine Arts Award is presented annually in the spring to a student in the College for distinction in the completion of an original work or works of art and the purchase thereof. The prize-winning work of art will become the property of the Trustees of Amherst College.
Tracy Colli Montigny '05.

FRENCH

The Jeffrey J. Carre Award, established in 1983 by his family, friends, professional colleagues and students, is presented to a sophomore or junior who has demonstrated excellence in the French language. The prize is to be used toward travel in France during the summer following the award.
Dominique Danielle de Vastey '07.

The Frederick King Turgeon Prize in French Literature was established by former students of Professor Turgeon upon the occasion of his retirement. It is used for the award of a book to the student who has done particularly distinguished work in French during the year.
Jennifer Margaret Morash '05.

GEOLOGY

The Richard M. Foose Scholarship Prize, established by alumni and friends to honor Professor Richard M. Foose at the time of his retirement after 23 years of service to Amherst College, is awarded annually to a student or students on the recommendation of the Department of Geology, to support summer field/research in geology.
Divided among Chelsea Leigh Leven '06E, Andrew Chapman Taylor '06,
Elizabeth Parsons Klein '06, and Jessica Anne Matthews '06.

The Walter F. Pond Prize, established in honor of Walter Pond '07, is awarded to the senior who has submitted the best honors thesis in geology.
Rachel Eliades Dunham '05.

The David F. Quinn Memorial Award is awarded in memory of David Quinn '80 to an outstanding senior who, during his or her undergraduate career, has made a positive contribution to geology at Amherst through character, leadership, enthusiasm, and participation in departmental activities.
Naomi Elizabeth Kirk-Lawlor '05.

The Belt-Brophy Prize is awarded to that student at the end of the junior year who, in the judgment of the staff of the Department of Geology, has shown the greatest promise for success as a geologist. The prize consists of a Brunton compass with field case, the most versatile field tool of the geologist.
Zalmai Yawar '06.

GERMAN

The Consulate General Prize for Academic Achievement in German Literature, made available by the Consulate General of the Federal Republic of Germany in Boston, is awarded to that student who, in the judgment of the Department of German, has written the best paper as part of a German course.
Atanas Ljudmilov Radionov '06E.

The Consulate General Prize for German Studies is made available by the Consulate General of the Federal Republic of Germany in Boston. It is awarded to that junior or senior who, in the judgment of the Department of German, has made a superior contribution to any aspect of German studies.
Wendy Xiomara Mejia '05.

GREEK

The William C. Collar Prize, established by William C. Collar of the Class of 1859, is awarded to the member of the freshman class who has made on a written examination the best version in English of a previously unseen page from some Greek author.
Elana Naomi Jessop '08.

The Hutchins Prize, established by Waldo Hutchins of the Class of 1842, is awarded to a senior for excellence in Greek.
Gabriel Ross Ravel '05.

HISTORY

The Asa J. Davis Prize is awarded to a student who has demonstrated outstanding achievement in the study of the History of Africa and the Black Diaspora and whose work best reflects the comprehensive interest of Asa Davis in historical and cultural contacts between Africa, the Old World and the Americas.
Adwoa Nyanba Bart-Plange '05.

The Alfred F. Havighurst Prize, intended for the purchase of books, is awarded to that major in the Department of History who has in four years at Amherst best fulfilled the standards of excellence and humane scholarship exemplified by Professor Havighurst during his teaching career at Amherst College.
Divided among Jack Allen Morgan '05, Kathryn Eleanor McEvoy '05, Pablo Daniel Ruiz '05, and Rachel Elizabeth Speer '05.

JOURNALISM

The Samuel Bowles Prize, established by Samuel Bowles King '02, to stimulate interest in journalism as a career, is awarded to a student who has demonstrated proficiency in journalism.
Natalie Marie Brown '05.

LATIN

The Bertram Prizes, established by John Bertram of Salem, are two prizes awarded to students who, together with attaining a high average in the Latin courses of the senior year, present the best essays connected with these courses.

Senior First and Second combined and divided between
Gabriel Ross Ravel '05 and Randall David Souza '05.

The Billings Prizes were established by Frederick Billings in memory of Parmly Billings of the Class of 1884. Two prizes are awarded for general excellence in the Latin courses of the sophomore year, together with the best essays on special topics connected with the authors read in that year.

Sophomore First: Divided between Kirsten Virginia Forsberg '07 and
Megan Cara Ingraham '07.
Sophomore Second: Novika Ishar '07.

The Crowell Prizes were established in memory of Edward Payson Crowell of the Class of 1853. Two prizes are awarded—one for the highest scholarship in freshman Latin courses and the other to the students who, together with attaining a high average in the Latin courses of the junior year, present the best essays on some approved topic connected with the junior Latin course.

First Year First and Second combined and divided between
Kristina Norman Green '08 and Elena Naomi Jessop '08.
Junior First: Katherine Chauncey Goodrich '06.
Junior Second: Jeremy Robert Andrew Kelley '06.

The Dr. Ernest D. Daniels Latin Prize, established in honor of Dr. Daniels of the Class of 1890, is awarded to the graduating senior who has submitted the best honors thesis on a Latin subject.

Randall David Souza '05.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize honors the memory of Robert Cover, a distinguished legal scholar whose work inspired the humanistic conception of law in the liberal arts embodied in Amherst's Department of Law, Jurisprudence and Social Thought. It is given annually to a graduating senior for distinguished achievement in that major.

Max Louis Rettig '05.

LIBRARY

The Frederick S. Lane '36 Prizes for Student Book Collections are awarded to the entrants in the Student Book Collection Competition who demonstrate strong interests in book collecting and who present good, beginning collections.

First: Shurjendu Dutt-Mazumdar '08.
Second: Divided between Diana Marie Cappiello '05 and Conor J. Clarke '07.
Third: Divided between Matthew Paul Langione '05 and Lucia Cucu '05.

The Frederick S. Lane '36 Prize for Excellence in Book Collecting is awarded by the Friends of Amherst College Library to the entrant in the Student Book Collecting Competition who demonstrates considerable experience, knowledge, and ability in the field of book collecting.

William Michael Miglore '06.

MATHEMATICS

The Robert H. Breusch Prize is awarded to the senior who, in the opinion of the faculty in mathematics, has presented the best honors thesis in mathematics.
Matthew Asher Wechter '05.

The Walker Prizes were established by William J. Walker of Newport, Rhode Island. Two prizes are awarded for proficiency in mathematics of the first year and two prizes for proficiency in mathematics of the second year. In each case the award is determined by an examination.
Freshman First and Second combined and divided between
Zdravko Angelov Paskalev '08 and Shi Yuan Chen '08.
Sophomore First: Jonathan Borowsky '07.
Sophomore Second: Plamen Toshkov Nenov '07.

MUSIC

The Sylvia and Irving Lerner Piano Prize is awarded to that student who has demonstrated the greatest skill and musicianship as a pianist.
Divided among Jeremy Bogard Collins '05, Emily Rebecca Eisen '05, and Jason Ray Grossman '05.

The Mishkin Prize, established by the Friends of Music, is awarded in memory of Professor Henry G. Mishkin to that senior selected by the Department of Music who produces the best thesis on a critical or musical topic.
Not awarded 2004-05.

The Lincoln Lowell Russell Prize, established by J. W. Russell Jr. of the Class of 1899 in memory of his son, is awarded to the seniors who have done most to foster the singing spirit at Amherst.
Divided between Sarah Jane Davis '05 and Rachel Eliades Dunham '05.

The Eric Edward Sundquist Prize, established in memory of Mr. Sundquist of the Class of 1936, is awarded to that senior who has demonstrated excellence in musical composition and performance.
Divided between Jonathan Knight Sturges '05 and Robert Sedgwick Lane '05.

NEUROSCIENCE

The James Olds Memorial Neuroscience Award, established by the Swerdlow Family Foundation in recognition of the contributions made to the neurosciences by Dr. Olds of the Class of 1947, is presented to the student whose research in the neurosciences is judged, by the faculty of the Neuroscience Program, to be of highest quality.
Divided between Albert Chuh-Kai Lee '05 and Lindsey Michelle Young '05.

PHILOSOPHY

The Gail Kennedy Memorial Prize is awarded to a senior major in Philosophy in recognition of a distinguished honors essay.
Divided between Graham Edward Leach-Krouse '05 and Elisa Shanti Mai '05.

PHYSICS

The Bassett Physics Prizes were established by Preston Rogers Bassett '13. Two prizes may be awarded each year to those students who have distinguished themselves by the excellence and maturity of their performance in the class and laboratory work of the first course in Physics.

First and Second combined and divided among Furqan Muhammad Fazal '08, Michael Lurie Goldman '08, and Elizabeth Sarah Petrik '08.

The William Warren Stifler Prize, established by Professor Stifler, is awarded to a senior who has majored in physics and especially excelled in the course on electricity and magnetism.

Benjamin Jones Heidenreich '06E.

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science is given annually in memory of Mr. Collins, of the Class of 1940, for the best honors thesis in political science.

Mark Robert Lentz '05.

PSYCHOLOGY

The Haskell R. Coplin Memorial Award, established in memory of Mr. Coplin, Professor of Psychology, recognizes that member of the graduating class who, in the opinion of the Psychology Department, displays the scholarly and humane qualities that best exemplify Professor Coplin. The prize is to a senior who has shown distinguished work in psychology classes and in an honors thesis, and who has contributed to the life of the department.

Rachel Janna Holt '05.

PUBLIC SPEAKING

The Bancroft Prizes, established by Frederic Bancroft of the Class of 1882, are awarded to the two seniors who produce the best orations. Both composition and delivery are considered.

First: William Thomas Murray '05.
Second: Nancy Rose Hawa '05.

The Gilbert Prize, established by William O. Gilbert of the Class of 1890, is awarded to a member of the junior class who produces the best oration. Both composition and delivery are considered in making the award.

First: Michael Jovan Simmons '06.
Second: David Matthew Gottlieb '06.

The Hardy Prizes, established by Alpheus Hardy of Boston, are awarded for excellence in extemporaneous speaking.

First: William Thomas Murray '05.
Second: Alan David Lawn '05.

The Kellogg Prizes, established by Rufus B. Kellogg of the Class of 1858, consist of two prizes that are awarded to members of the sophomore or freshman classes for excellence in declamation.

First: Marisa Christina Maleck '07.
Second: Thomas Sintai Park '07.

The Rogers Prize was given by Noah C. Rogers of the Class of 1880 and is awarded for excellence in debate.

David Matthew Gottlieb '06.

RELIGION

The Moseley Prizes, established by Thomas Moseley of Hyde Park, are awarded to seniors for the best essays on a subject approved by the Department of Religion.
Not awarded 2004-05.

RUSSIAN

The Carol Prize in Russian, given by David James Carol '77 in honor of his parents, Joseph and Roberta, is awarded to the student who has demonstrated the greatest dedication and commitment to Russian.
Divided between Diana Marie Cappiello '05 and Holly Elizabeth Myers '05.

The Mikhail Schweitzer Memorial Book Award, established by students, parents and friends in fond memory of Mikhail Schweitzer, survivor of the Soviet Gulag, author, and custodian at Amherst College, for the award of books to the student who, in the judgment of the Russian Department, most shares Misha Schweitzer's love of Russian literature and culture.
Divided between Phillip Jon Maciak '05 and Nicholas Michael White '05.

SPANISH

The Pedro Grases Prizes for Excellence in Spanish is given by a member of the Class of 1939 to honor a great teacher and cordial scholar. It is awarded each year to that senior who has shown the greatest progress in the ability to read Hispanic literature with insight and to write and speak Spanish with intelligence and humane sensitivity.
Winn Trevett Cashion '05.

THEATER AND DANCE

The Raymond Keith Bryant Prize, an annual gift from Robert E. and Ethel M. Bryant in memory of their son of the Class of 1936, is awarded to that student who, in the opinion of the judges, gives the best performance of the year in a Masquers' play.
Brian Nicholas Lewis '08.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship from a fund established by Addison Brown of the Class of 1852, is awarded to that senior who, being already on the scholarship list, has attained the highest standing in the studies of the freshman, sophomore and junior years.
Xin Zheng '05.

The Samuel Walley Brown Scholarship, established by Samuel Walley Brown of the Class of 1866, is awarded to that member of the junior class who, in the estimation of the Trustees, ranks highest in his/her class in character, class leadership, scholarship, and athletic ability.
Divided between Francis Pemberton Brown '06 and Margaret Brooke Davis '06.

The Charles W. Cole Scholarship is awarded each year to the undergraduate with an established financial aid need, who, after two years at Amherst, stands highest in the academic rank of the sophomore class. The recipient will be designated "Charles W. Cole Scholar" and will carry the award for the junior and senior years at Amherst.
Ellen Miranda Leffler '06.

The Charles Hamilton Houston Fellowship is an annual gift awarded to a graduating senior who best personifies a commitment to realizing his or her humane ideals, much in the way Charles Houston '15 devoted his life to the struggle for equal protection under the law for African-Americans in the United States.
Paige Avery Wallace '05.

The Howard Hill Mossman Trophy, awarded annually to the member of the senior class who has brought, during his/her four years at Amherst, the greatest honor in athletics to the Alma Mater—the word "honor" to be interpreted as relating both to achievement and to sportsmanship.
Divided between Carter Bryson Hamill '05 and Ashley Ann Harmeling '05.

The Gordon B. Perry Memorial Award is given to a freshman in good academic standing, whose participation and attitude in freshman athletics and other activities are outstanding.
Brittany Quinn Sasser '08.

The Psi Upsilon Prize was established by the Gamma Chapter of Psi Upsilon in 1941 on the occasion of the centennial anniversary of the founding of the Chapter. The prize is awarded to that member of the graduating class who is considered preeminent in scholarship, leadership, athletics and character.
Ashley Ann Harmeling '05.

The John Sumner Runnells Memorial, established in memory of John Sumner Runnells of the Class of 1865, is awarded to that member of the junior class who, in the opinion of the Trustees of the College, is preeminent in his/her zeal for knowledge and industry to attain it.
Raul Daniel Altreche '06.

The Obed Finch Slingerland Memorial Prize is awarded by the Trustees of the College to a member of the senior class, who has shown by his/her own determination and accomplishment the greatest appreciation of and desire for a college education.
Divided between Katherine DuCharme Duke '05 and
Christian Leonel Sanchez '05.

The Stonewall Prize, established by David L. Kirp '65 and other alumni, is awarded annually to that student who produces a work of exceptional intellectual or artistic merit pertaining to the gay, lesbian or bisexual experience.
Katharine Ellen Stayman-London '05.

The Woods-Travis Prize, an annual gift in memory of Josiah B. Woods of Enfield and Charles B. Travis of the Class of 1864, is awarded for outstanding excellence in culture and faithfulness to duty as a scholar.
Herrick Nadine Fisher '05.

The Thomas H. Wyman 1951 Medal, established in 2003 by his classmates, is awarded to that member of the senior class who best represents the highest standards in scholarship, athletics, and/or extracurricular activities, community service, integrity, character and humanism as determined by the Dean of Students and the Prize Committee.
Ryan Young Park '05.

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 2004)

UNITED STATES

New York	314
Massachusetts	199
California	156
Connecticut	79
New Jersey	79
Illinois	65
Maryland	58
Florida	54
Pennsylvania	54
Virginia	37
Texas	36
Maine	28
Ohio	28
Colorado	26
Minnesota	25
Washington	21
New Hampshire	20
District of Columbia	16
Michigan	16
Indiana	15
Vermont	15
Georgia	10
North Carolina	10
Wisconsin	10
Missouri	9
New Mexico	9
Rhode Island	9
Oregon	7
South Carolina	7
Hawaii	6
Louisiana	6
Arizona	5
Kentucky	5
Tennessee	5
West Virginia	4
Alaska	3
Iowa	3
Kansas	3
Alabama	2
Idaho	2
Mississippi	2
Montana	2
Nevada	2
North Dakota	2
Arkansas	1
Delaware	1
Nebraska	1
Oklahoma	1
Puerto Rico	1
South Dakota	1
Utah	1
Wyoming	1
Non-resident U.S. Citizens	28
Total	1,500

NON-USA

Korea	21
India	19
Canada	16
Japan	9
Bulgaria	7
China	7
Ghana	5
Turkey	4
Jamaica	3
Guatemala	2
Romania	2
Singapore	2
Thailand	2
Trinidad and Tobago	2
United Kingdom	2
Vietnam	2
Afghanistan	1
Argentina	1
Australia	1
Bangladesh	1
Botswana	1
Brazil	1
Colombia	1
Dominican Republic	1
Estonia	1
Finland	1
France	1
Guyana	1
Indonesia	1
Israel	1
Kenya	1
Lebanon	1

Liberia	1
Malaysia	1
Nepal	1
Pakistan	1
South Africa	1
Sweden	1
Taiwan	1
Venezuela	1
Total	129

SUMMARY OF ENROLLMENT FALL 2004*

Seniors, Class of 2005	419
Juniors, Class of 2006	360
Sophomores, Class of 2007	414
First-Year Students, Class of 2008	434
Subtotal	1,627
Exchange Students Full Time	2
Subtotal	1,629
Special Students Part Time	17
Grand Total	1,646

*Not included are the 62 students who were on leaves of absence away from Amherst as of the first semester, 2004-05.

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Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, MA 01730 (781) 271-0022.

Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

> Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

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